DOCUMENT RESUME

ED 170 584 CE 021 451

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TITLE Health Occupations: Clinical Rotations and Learning Packets.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
REPORT NO ML-483
PUB DATE Sep 79
NOTE 130p.
AVAILABLE FROM New Jersey Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($4.50, plus postage)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Clinical Diagnosis; *Clinical Experience; Dentistry; Diabetes; Educational Objectives; *Health Occupations Education; *Instructional Materials; Learning Activities; Medical Laboratory Assistants; *Medical Technologists; *Nursing; Pediatrics Training; Pharmaceutical Education; Physical Therapy; Secondary Education

ABSTRACT

A one-year introductory course covering twelve different health occupations is presented in this curriculum guide designed for use at the secondary education level. Following a list of course objectives and suggested time allotments for each unit, the health occupations course outline is provided. Unit titles are the following: orientation and overview, the student as a health worker, diagnostic cluster, dietary cluster, pharmacy and drugs, respiratory therapy, dental cluster, health office cluster, patient-care cluster, rehabilitation cluster, job opportunities and preparation, and clinical practice (including suggestions for clinical rotation, suggestions for agencies involved, and the employee evaluation form). Each unit contained in the outline includes a list of course objectives, instructional topics, procedures and needed materials, and evaluation methods. The bulk of the document describes suggested clinical experiences in community organizations (including student objectives and task checklists) and contains individual learning packets coordinated with them. The clinical experiences are in nursing, pediatrics, medical laboratory, radiology, electrocardiography and electroencephalography, respiratory therapy, dentistry, office work, dietetics, physical therapy, occupational therapy, and special senses. (JH)

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ED170584

State of New Jersey
Department of Education
Division of Vocational Education
and Career Preparation

Health Occupations

Clinical Rotations and Learning Packets

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New Brunswick, New Jersey 08903

September 1979

CE 021 451

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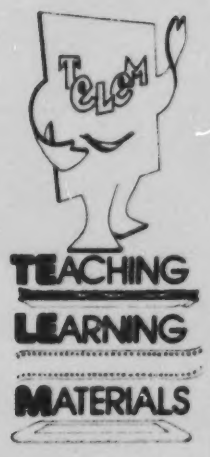

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To the Teacher

This is a one-year introductory course covering 12 different health-occupation units. Included are a variety of suggested clinical experiences in community organizations, and individual learning packets coordinated with them.

The first semester consists of course work, field trips, audiovisual aids, and some hands-on experiences within the classroom. The clinical rotations take place during the second semester. When the students are not "on the job" they supplement their work with individualized study and the completion of learning packets appropriate to the clinical experiences they are having.

This curriculum was developed for the Health Occupations program at Ocean County Vocational-Technical School. Ocean County is a rapidly growing county in southern New Jersey with little or no mass transportation.

The OCVTS System works on a time-sharing program, which presents problems of transportation and scheduling. Our classes are for 2½ hours a day, 5 days a week. Class hours are often in conflict with normal work schedules in the world of work in health agencies.

We have attempted to solve these problems by using school buses to transport each class to field trips and clinical experiences, and the school car to assist in transporting students to their individual community rotations.

We have a teacher assistant who is very helpful in keeping the program running smoothly. The assistant helps to supervise the students in class while the teacher is coordinating the community rotations.

The purpose of the learning packets is to increase the students' understanding of the career area they are observing while on the community rotations.

The teacher or assistant is available to guide the student during this learning experience. Lines are provided for the teacher's initials and date when specific assignments have been completed. All work should be done on the pages provided, unless otherwise indicated.

A list of reference books for students will be found on pages 22 – 24 of this book.

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Course Objectives

When the student completes the course in Health Occupations he/she will be able to:

1. Decide what health career meets his/her interests and abilities and therefore is a good selection as a vocation.
2. Be motivated to continue education in the selected career.
3. Describe the roles of the various members of the health team.
4. Define personal, social, and behavioral qualifications needed in a health career.
5. Understand the need for continuing self-evaluation of skills in listening, observing, and carrying out manipulative skills (doing).
6. Obtain a summer job in a health area which he/she has observed during clinical rotations.
7. Be accepted into a technical or professional program to educate her/him in the career of choice.

Suggested Time Allotments

Fall Semester

Unit I	Introduction and Overview (1 week)
Unit II	The Student as a Health Worker (1 week)
Unit III	Diagnostic Cluster (1½ weeks)
Unit IV	Dietary Cluster (1½ weeks)
Unit V	Pharmacy Cluster (1 week)
Unit VI	Respiratory Therapy (3 days)
Unit VII	Dental Cluster (4 days)
Unit VIII	Health Office (4 days)
Unit IX	Patient-Care Cluster (3 weeks)
Unit X	Rehabilitation Cluster (2 weeks)
Unit XI	Job Opportunities and Preparation (1 week)

Spring Semester

Unit XII	Clinical Rotations – (Time and Sequence To Be Planned for Individual Students.)

Health Occupations
Course Outline

Unit I – Orientation and Overview

A. Unit behavioral objectives

1. The student will be introduced to the general objectives of the course.
2. After viewing one of the introductory films, the student will list 10 health careers.
3. The student will tell about the experiences that helped him/her decide to enter a health-related career.
4. Given a handout sheet on hospital organization, the student will be aware of the chain of command in this type of institution.

B. Instructional content (1 week)

1. Course objectives
2. Identification of health careers
3. Factors influencing health-career choices
4. Education for chosen career
5. Trends in current health careers
6. General personal traits necessary in all health careers
7. Organizational structure and team approach
8. Supportive occupations

C. Procedures and materials

1. Handout on hospital organization
2. Film (select from):
   "Horizons Unlimited"
   State Museum, W. State St., Trenton, N.J. 08625

   "Code Blue"
   Modern Mass Media, 315 Springfield Ave., Summit, N.J. 07901

   "Jobs in the Health Field"
   U.S. Dept. of Labor, Employment Secretary, Washington, D.C. 20213

D. Unit evaluation.

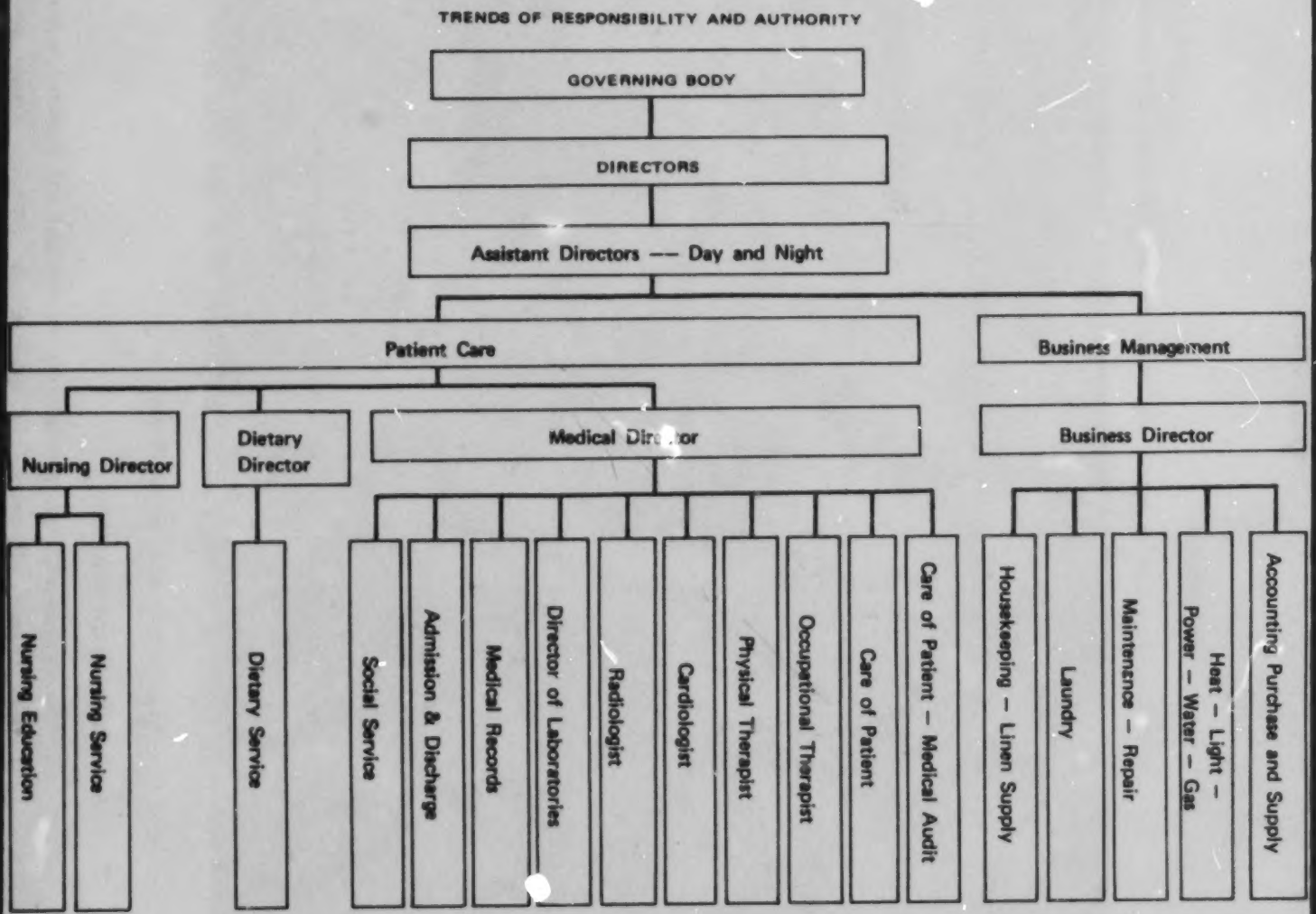
Judgement of student sincerity and amount of thought given to career choice.

Unit II – The Student as a Health Worker

A. Unit behavioral objectives

1. The student will learn general rules for conduct and personal appearance.
2. The student will learn and apply proper attitudes toward patients and personnel.

ORGANIZATION OF A HOSPITAL



3. The student will learn the importance of desirable personal qualities in contacts with the patients and their relatives.
4. The student will condition herself/himself to become observant and will report observations to those in charge.
5. The student will define "malpractice" and "negligence."

B. Instructional content (1 week)

1. Ethics
2. Grooming
3. Handwashing
4. Legal aspects
5. Insurance benefits
6. Interpersonal relations

C. Procedures and materials

1. Teacher presentation
2. Record "What To Do Until the Psychiatrist Comes", by Dr. Murray Banks Merrill Park Publishers, New York, N.Y.
3. Role-playing of interpersonal relations
4. Demonstration of proper handwashing
5. Student return demonstration of proper handwashing

D. Unit evaluation

1. Judging of student participation in role-playing
2. Handwashing evaluated

Unit III – Diagnostic Cluster

A. Unit behavioral objectives

1. The student will list the job responsibilities of the various members of the team that assists the doctor in making diagnosis.
2. The student will enumerate the personal traits necessary for these technicians.
3. The student will become aware of the mechanics involved in radiology, electrocardiology and electroencephalography.
4. The student will do capillary punctures, make blood smears, and do other simple laboratory tests.
5. The student will observe the technician taking dental x-rays, radiographs, and electrocardiographs.

B. Instructional content (1½ weeks)

1. Medical-technology team members
   a. Technologist
   b. Laboratory Technician
   c. Blood-bank technician
   d. Histologist and cytotechnologist

2. Analysis of jobs – medical technology
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities

3. Electrocardiology
   a. The electrical activity of the heart
   b. Normal gram
   c. Rate and rhythm of the heart as evaluated on a gram
   d. The job of the ECG technician
      (1) Job responsibilities
      (2) Personal qualifications
      (3) Educational requirements
      (4) Job opportunities

4. Electroencephalography
   a. The electrical activity of the brain
   b. Determination of brain death
   c. The job of the EEG technician
      (1) Job responsibilities
      (2) Personal qualifications
      (3) Educational requirements
      (4) Job opportunities

5. Radiology
   a. The radiology team
      (1) Radiologist
      (2) Radiologic technician
      (3) Nuclear medicine technician
         (a) Job responsibilities
         (b) Personal qualifications
         (c) Educational requirements
         (d) Job opportunities
   b. Radiology specialities
      (1) Radiogram
      (2) Fluoroscopy
      (3) Cobalt therapy
      (4) Nuclear scanning

C. Procedures and materials

1. Field trips
   a. Clinic – X-ray, Lab., ECG, ER Dept.
   b. Community college – Medical Laboratory and Respiratory Therapy
   c. Local laboratories and hospital departments

2. Films
   a. "In a Medical Laboratory"
      American Cancer Society, Local Chapter
   b. "Medical Electronics"
      Modern Mass Media, 315 Springfield Ave., Summit, N.J.

3. Microscopic examination of bacteria
4. Blood work – typing, hemoglobins, CBC, and coagulation times
5. Urine tests – sugar, acetone, specific gravity, and pH
6. Viewing of X-rays, scans, and electrocardiograms

D. Unit evaluation

1. Written tests
2. Students' interest and initiative assessed by teacher
3. Completion of all lab assignments

Unit IV – Dietary Cluster

A. Behavioral objectives

1. The student will list the job responsibilities of the dietician and technicians.
2. The student will identify the various educational levels of the members of the dietary team.
3. The student will plan, prepare, serve, and clean up special diets.

B. Instructional content (1½ weeks)

1. Nutrition
   a. Nutrients
   b. Basic food groups
   c. A well-balanced diet
2. Planning and calculating special diets
3. Dietary team
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities

C. Procedures and materials

1. Tour local dietary department of hospital and convalescent homes.
2. Plan special diets, using library resources.
3. Feed fellow students in classroom lab.
4. Feed patients at convalescent center
5. Using kitchen unit in classroom, prepare a special diet.

D. Unit evaluation

1. Evaluation of diets planned by students for special restrictions, with respect to supplying nutrients to meet the body's needs
2. Objective tests
3. Student participation in preparation of diets
4. Evaluation of self-confidence student demonstrates while feeding patients.

Unit V – Pharmacy and Drugs

A. Behavioral objectives

1. The student will enumerate the job responsibilities of the pharmacist.
2. The student will identify four areas of job opportunities for the pharmacist.
3. The student will research and report on a common household medication as to its specific purpose and effect.

B. Instructional content (1 week)

1. Pharmacist
2. Pharmacy technician
3. Analysis of jobs
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities
4. Common medications and their use
5. Chronic drug abuse

C. Procedures and materials

1. Interview with local pharmacist.
2. Tour pharmacy at hospital.
3. View film "False Friends"
   International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604
4. Report on medications found in the home medicine cabinet.
5. Do a research report on one medication..

D. Unit evaluation

1. Grading of research reports
2. Objective test on pharmacist and medication

Unit VI – Respiratory Therapy

A. Behavioral objectives

1. The student will identify the job responsibilities, personal qualifications, educational requirements, and job opportunities of the respiratory therapist.
2. The student will observe the IPPB machine in treatment of a patient.
3. The student will personally experience the feeling of positive-pressure breathing.
4. The student will demonstrate proper cardio–pulmonary resuscitation on ResusciAnne.

B. Instructional content (3 days)

1. Respiratory therapist
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities
2. Intermittent positive-pressure breathing – hospital demonstration
3. Teacher demonstration of CPR
4. Student return demonstration of CPR

C. Procedures and materials

1. Visit to the respiratory therapy department in a hospital
2. Demonstration of IPPB
3. ResusciAnne – CPR
4. Films
   a. "This Is Your Lung" (May be rented)
      International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604
   b. "Breathing for Others" (May be rented)
      International Film Bureau (as above)

D. Evaluation

1. Student participation and effective CPR
2. Objective test

Unit VII – Dental Cluster

A. Unit behavioral objectives

1. The student will identify the various members of the dental health team.
2. The student will enumerate the job responsibilities of the dental assistant.
3. The student will write an essay on the educational concerns of the hygienist and the importance of dental health education.
4. The student will pour impressions and make molds in the dental laboratory.
5. The student will identify the various teeth and their functions from a dental chart.

B. Instructional content (4 days)

1. Dental team
   a. Dentist
   b. Dental specialist
   c. Dental assistant
   d. Dental hygienist
   e. Dental laboratory technician
2. Analysis of jobs
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities

3. Hands-on student experience in dental assisting laboratory
   a. Make impressions.
   b. Pour molds.
   c. Carve tooth out of soap.
   d. Identify anatomical features of the tooth.

C. Procedures and materials

1. Field trip to dental clinic
2. Use of other teachers in dental field if available at school (team teaching)
3. Hands-on work in Dental Assisting Laboratory
4. Films
   a. "Dental Assisting: A Career Service"
      U.S.P.H.S., Health Manpower—Dental, Bethesda, Md. 20014
   b. "Bright Future"
      Associated Sterling Films, 600 Grand Ave., Ridgefield, N.J.

D. Unit evaluation

1. Written objective test
2. Essay on dental health education
3. Student demonstration and finished product in dental laboratory
4. Extent of interest as assessed by teacher

Unit VIII – Health Office Cluster

A. Behavioral objectives

1. The student will identify the various members of the health office team.
2. The student will be able to identify 30 medical terms and abbreviations.
3. The student will write an essay comparing the jobs and atmosphere in the hospital and the office.

B. Instructional content (4 days)

1. Office team
   a. Doctor
   b. Nurse or medical assistant
   c. Secretary
   d. Receptionist
   e. Accounting Department
2. Analysis of jobs
   a. Job responsibilities
   b. Personal qualifications
   c. Educational requirements
   d. Job opportunities
3. Office machines

C. Procedures and materials

1. Visit to local doctor's office
2. Visit to medical/dental-receptionist program
3. Work with typewriter, dictating machine, and telephone

D. Unit evaluation

1. Objective test on job responsibilities, terminology, and personal traits
2. Essay on comparison of hospital and office work
3. Initiative at machines as assessed by teacher

Unit IX Patient-Care Cluster

A. Behavioral objectives

1. The student will write an essay distinguishing between the education and job responsibilities of the M.D. general practitioner and the M.D. specialist.
2. The student will debate the advantage for the patient when choosing between the specialist and the general practitioner.
3. The class will discuss the differences and similarities of the M.D. and the D.O.
4. The student will select a field of study while researching the various physician specialties.
5. By means of a panel discussion, the student will identify with the various programs for the training of a registered nurse.
6. The student will make a diagram of the team, showing order of responsibility and individual job responsibilities of all memebers.
7. The student will apply basic nursing principles in doing patient care.

B. Instructional content (3 weeks)

1. The patient-care team (hospital)
   a. Physician
      (1) M.D.
      (2) Osteopath
      (3) Specialist
   b. Nurse
      (1) Professional
      (2) Technical
      (3) Aide
2. Home care and extended care
   a. Public health nursing
   b. Homemaker
   c. Convalescent center
3. Procedures and principles of nursing
   a. Personal care of patients
   b. Care of the patient's unit

C. Procedures and materials

1. Film "Mrs. Reynolds Needs a Nurse" (American Journal of Nursing) Association Sterling, 600 Grand Avenue Ridgefield, N.J.
2. Hands-on experience – classroom and hospital agency
   a. Patient care – personal care of the patient
   b. Care of the patient's unit
   c. Taking of vital signs

3. Guest speakers
   a. Public health nurse
   b. Homemaker coordinator
4. Field trips
   a. Industrial nursing
   b. Military nursing
5. Debates on the physician, specialist, osteopath, etc.
6. Symposium on R.N. education
7. Visit a child-health clinic
8. Patient care at rehabilitation center

D. Unit evaluation

1. Objective tests
2. Return demonstrations on clinical work
3. Observation of student in hospital setting in application of nursing principles.

Unit X – Rehabilitation Cluster

A. Behavioral objectives

1. On an objective test the student will describe and identify the various job responsibilities, personal qualifications, and educational requirements of the rehabilitation team.
2. The student will list four ways the public health nurse helps in rehabilitation.
3. The student will appreciate the need for a "perfect fit" in brace and prosthetic applications.
4. The student will identify the specialists working with sensory problems as important parts of the rehabilitation team.
5. The student will name five careers in the field of vision care.
6. The student will feel and hear the effectiveness of soundproofing for accuracy in audiometric testing.

B. Instructional content (2 weeks)

1. Team members
   a. Physician – physiatrist
   b. Therapists
      (1) Physical therapist
      (2) Occupational therapist
      (3) Recreational therapist
   c. Assistants
   d. Prosthetist and orthotist
   e. Social service worker
   f. Special sensory technicians
      (1) Speech and speech pathology
      (2) Audiology

(3) Vision care
(a) Ophthalmologist
(b) Optometrist
(c) Optician
(d) Orthoptist

2. Analysis of jobs
   a. Job responsibilities
   b. Educational requirements

C. Procedures and materials

1. Tour of rehabilitation center
2. Demonstration and return demonstration
   a. Audiometric screening
   b. Visual screening
   c. Crutch-walking
   d. Proper use of the wheelchair
   e. Range of motion exercises
3. Role-playing: the patient with a handicap
4. Films
   a. "Making a Difference"
      American Occupational Therapy, 6000 Executive Blvd. Rockville, MD., 20852
   b. "Assist Patient To Resume Ambulation" (American Journal of Nursing)
      Association Sterling, 600 Grand Avenue
      Ridgefield, N.J.
5. Tape-record and evaluate speech patterns

D. Unit evaluation

1. Student participation in role-playing
2. Evaluation of demonstrations given by students
3. Objective and subjective tests

Unit XI – Job Opportunities and Preparation

A. Unit behavioral objectives

1. The student will go to job interviews prepared with proper grooming as well as definite questions to be answered concerning the job.
2. The student will write on own philosophy of life.
3. The student will write a resume.
4. The student will identify the benefits of social security, unemployment insurance, medicare, and medicaid.

B. Instructional content (1 week)

1. Job interview
   a. Appearance
   b. Behavior
   c. Necessary information to bring to an interview
   d. Essential data to obtain from interview

2. Benefits
   a. Social security
   b. Medical insurance
   c. Workers' compensation
   d. Unemployment insurance
   e. Health and life insurance
   f. Holidays, sick time, and vacation leave

C. Procedure and materials

1. Simulated job interviews
2. Class discussion of past experiences
3. Writing of philosophy and resume

D. Unit evaluation

Securing a job

Unit XII – Clinical Practice (spring semester)

A. Community rotations – 3 days per week

B. Individual learning packets – 2 days per week

Suggestions for Clinical Rotations

1. The students will be selected for each department by their interest, maturity, and show of intent as demonstrated during the fall term's orientation to health occupations.
   a. Students who have not particpated at a high level of competency will not be assigned a clinical rotation.
   b. Those students not assigned a clinical rotation will remain in the school to work independently on the learning packets and on other individual assignments under the direction of the teacher assistant.
   c. One or two students will be assigned to a department at a time. (Some years there may not be students assigned to all departments.)

2. Students may select two or more departments or agencies, provided they meet the minimum requirements. Requirements include maturity and interest, as evaluated and measured by attendance, participation, written reports, etc. Department are —

I. Nursing	II. Rehabilitation	III. Diagnostic	IV. Preventive
Med-Surg.	P T	Laboratory	Dental
Geriatric	O T	Radiology	Office
Pediatric	Speech	E C G	Dietary
O R	Audiology	E E G	School nsg.
E R	Vision care	Resp. therapy	Industry
Public health	Nursing, rehab		

3. Schedule
   Dates: January 15 to May 31
   2—4 days/week
   4—8 weeks/cluster
   Time:* 7:45—9:45 A.M.
   11:45—1:45 P.M.
   One full day every 2 weeks (hours of the department)

4. Student objectives will be given to the department along with other necessary papers.

5. Class time on the days not in clinical areas (2 days/week) will be spent working on individual learning packets related to clinical assignment.

6. Agencies and departments suggested
   Military station
   Dental clinic
   Family clinic
   X-ray dept.
   Laboratory

*The hours available for rotations are often not the best for the departments. This presents problems, and schedules may have to be revised.

Private group practice or health maintenance organization
- Reception desk
- Medical records dept.
- Nursing
- Laboratory
- X-ray

Home for foster children
Private or public nursery school
Training center
Public or private rehabilitation center
- O T department
- P T department
- Prosthetics dept.
- Speech dept.
- Audiology dept.
- Social services dept.

Private doctors' offices
- General practitioner
- Gynecologist-obstetrician
- Orthopedic surgeon

Public health dept.
- Nursing
- Clinics

Convalescent center
- Nursing
- Recreational therapy
- Dietary dept.

Community hospital
- Nursing
- E C G
- Respiratory therapy

7. Agencies used for Clinical Rotations by OCVTS at the time of preparation of this book.
   - Lakehurst Naval Air Station
   - Cedar Bridge Medical Group
   - Graewill Group Care Home
   - Toms River Nursery School
   - Ocean County Day Training Center
   - Garden State Rehabilitation Center
   - Private doctors' offices
   - Public Health Dept.
   - Toms River Convalescent Center
   - Community Memorial Hospital

Suggested Outline for Agency Involved

1. Students assigned to departments are to report to person in charge when they arrive and when they leave.

2. Attendance is to be kept by the department. Students are to notify both the department and the teacher if they are unable to attend. Enclosed is a school calendar and the individual schedule for each student, to be used for attendance.

3. Students will not take a break during their work time of two hours. If supervising personnel go on break, please assign the student to some activity during that time.

4. Students are to keep a running log of their observations and reactions. Department personnel may request to read the log.

5. The activity-task checklist is to be signed by department personnel as student completes activity. Copy is enclosed.

6. Evaluation of students is requested to be made by personnel from department. Evaluation form is provided.

In order to have an effective program in your agency, our students assigned to your department have been selected for this experience. This selection has been made by the teacher and other faculty members, taking into account the students' interests and desires. No students who have failed to show a high level of maturity and dependability will be permitted to participate in these clinical experiences.

Each student must demonstrate his/her sincerity through individual research in the job area of her/his choice, consistency in his/her attendance, and some understanding of both basic ethical codes and medical principles.

The student will continue to increase his/her knowledge in these occupations by completing individual learning packets in conjunction with the field experiences you can provide.

EMPLOYEE EVALUATION FORM*

NAME: _____ DATE: _____

DEPARTMENT: _____ JOB TITLE: _____

Purposes of this Employee Evaluation:

To take a personal inventory, to pin-point weaknesses and strengths and to outline and agree upon a practical improvement program. Periodically conducted, these Evaluations will provide a history of development and progress.

Instructions:

Listed below are a number of traits, abilities and characteristics that are important for success in business. Place an "X" mark on each rating scale, over the descriptive phrase which most nearly describes the person being rated. (If this form is being used for self-evaluation, you will be describing yourself.)

Carefully evaluate each of the qualities separately.

Two common mistakes in rating are: (1) A tendency to rate nearly everyone as "average" on every trait instead of being more critical in judgment. The rater should use the ends of the scale as well as the middle, and (2) The "Halo Effect," i.e., a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the *overall* picture one has of the person being rated. However, each person has strong points and weak points and these should be indicated on the rating scale.

ACCURACY is the correctness of work duties performed.

Makes frequent errors.	Careless; makes recurrent errors.	Usually accurate; makes only average number of mistakes.	Requires little supervision; is exact and precise most of the time.	Requires absolute minimum of supervision; is almost always accurate.

ALERTNESS is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations.

Slow to "catch on."	Requires more than average instructions and explanations.	Grasps instructions with average ability.	Usually quick to understand and learn.	Exceptionally keen and alert.

CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

Rarely has a new idea; is unimaginative.	Occasionally comes up with a new idea.	Has average imagination; has reasonable number of new ideas.	Frequently suggests new ways of doing things; is very imaginative.	Continually seeks new and better ways of doing things; is extremely imaginative.

* This is the form used by the O.C.V.T.S.; many other, similar forms are available from other companies.

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FRIENDLINESS is the sociability and warmth which an individual imparts in his attitude toward customers, other employees, his supervisor and the persons he may supervise.

Very distant and aloof.	Approachable; friendly once known by others.	Warm; friendly; sociable.	Very sociable and out-going.	Extremely sociable; excellent at establishing good will.

PERSONALITY is an individual's behavior characteristics or his personal suitability for the job.

Personality unsatisfactory for this job.	Personality questionable for this job.	Personality satisfactory for this job.	Very desirable personality for this job.	Outstanding personality for this job.

PERSONAL APPEARANCE is the personal impression an individual makes on others. (Consider cleanliness, grooming, neatness and appropriateness of dress on the job.)

Very untidy; poor taste in dress.	Sometimes untidy and careless about personal appearance.	Generally neat and clean; satisfactory personal appearance.	Careful about personal appearance; good taste in dress.	Unusually well groomed; very neat; excellent taste in dress.

PHYSICAL FITNESS is the ability to work consistently and with only moderate fatigue. (Consider physical alertness and energy.)

Tires easily; is weak and frail.	Frequently tires and is slow.	Meets physical and energy job requirements.	Energetic; seldom tires.	Excellent health; no fatigue.

ATTENDANCE is faithfulness in coming to work daily and conforming to work hours.

Often absent without good excuse and/or frequently reports for work late.	Lax in attendance and/or reporting for work on time.	Usually present and on time.	Very prompt; regular in attendance.	Always regular and prompt; volunteers for overtime when needed.

HOUSEKEEPING is the orderliness and cleanliness in which an individual keeps his work area.

Disorderly or untidy.	Some tendency to be careless and untidy.	Ordinarily keeps work area fairly neat.	Quite conscientious about neatness and cleanliness.	Unusually neat, clean and orderly.

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

Requires close supervision; is unreliable.	Sometimes requires prompting.	Usually takes care of necessary tasks and completes with reasonable promptness.	Requires little supervision; is reliable.	Requires absolute minimum of supervision.

DRIVE is the desire to attain goals, to achieve.

Has poorly defined goals and acts without purpose; puts forth practically no effort.	Sets goals too low; puts forth little effort to achieve.	Has average goals and usually puts forth effort to reach these.	Strives hard; has high desire to achieve.	Sets high goals and strives incessantly to reach these.

JOB KNOWLEDGE is the information concerning work duties which an individual should know for a satisfactory job performance.

Poorly informed about work duties.	Lacks knowledge of some phases of work.	Moderately informed; can answer most common questions.	Understands all phases of work.	Has complete mastery of all phases of job.

QUANTITY OF WORK is the amount of work an individual does in a work day.

Does not meet minimum requirements.	Does just enough to get by.	Volume of work is satisfactory.	Very industrious; does more than is required.	Superior work production record.

STABILITY is the ability to withstand pressure and to remain calm in crisis situations.

Goes "to pieces" under pressure; is "jumpy" and nervous.	Occasionally "blows up" under pressure; is easily irritated.	Has average tolerance for crises; usually remains calm.	Tolerates most pressure; likes crises more than the average person.	Thrives under pressure; really enjoys solving crises.

COURTESY is the polite attention an individual gives other people.

Blunt; discourteous; antagonistic.	Sometimes tactless.	Agreeable and pleasant.	Always very polite and willing to help.	Inspiring to others in being courteous and very pleasant.

OVERALL EVALUATION in comparison with other employees with the same length of service on this job.

Definitely unsatisfactory.	Substandard but making progress.	Doing an average job.	Definitely above average.	Outstanding.
_____	_____	_____	_____	_____

COMMENTS

Major weak points are—

1. _____
2. _____
3. _____

and these can be strengthened by doing the following:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Major strong points are—

1. _____
2. _____
3. _____

and these can be used more effectively by doing the following:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Rated by _____ _____
(Name) *(Title)*

(If not used as a self-evaluation form, the employee should sign below)

A copy of this Report has been given to me and has been discussed with me.

_____ _____
(Employee's Signature) *(Date)*

Printed in U.S.A.

Resources for Learning Packets (General)

American Medical Association, *Horizons Unlimited.* A.M.A., 535 N. Dearborn St., Chicago, Ill. 60610

Anderson, *Obstetrics for the Nurse.* Medical Economics Library, Box 149, Westwood, N.J. 07675

Asperheim, *Pharmacology for Practical Nurses.* W.B. Saunders Co., W. Washington Square, Philadelphia, Pa 19105

Bredow, *Medical Office Procedures.* McGraw-Hill Pub. Co., P.O. Box 582, Hightstown, N.J. 08520

Clinical Laboratory Reference. Medical Economics Library, Box 149, Westwood, N.J. 07675

Dx-ray. Medical Economics Library, Box 149, Westwood, N.J. 07675

Department of Labor, *Health Careers Guidebook.* Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402

Edwards, *Laboratory Techniques for High Schools.* Barrons Educational Services Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797

Emotional Disorders, Diagnosis and Pharmacological Treatment. Medical Economics Library, Box 149, Westwood, N.J. 07675

Flanagan, Tiedeman, Willis, McLaughlin, *The Career Data Book.* American Institutes for Research, Box 1113, Palo Alto, Cal. 94302

Ford and Morgan, *Teaching in the Health Professions.* C.V. Mosby, St. Louis, Missouri, 1976

Fordney, *Insurance Handbook for the Medical Office.* W.B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105, 1977

French, *Nurses Guide to Diagnostic Procedures.* McGraw-Hill Pub. Co., P.O. Box 582, Hightstown, N.J. 08520

Hospital Research and Educational Trust, *Training the Nurses Aide.* Robert Brady Co., 130 Que St. N.E., Washington, D. C. 10001.

How To Read an E.C.G. Medical Economics Library, Box 149, Westwood, N. J. 07675

Kinsinger, *Health Technicians.* J.B. Ferguson Pub. Co., Chicago, Ill. 1970

New Jersey State Department of Education, *Laboratory Procedures for Medical Assistants.* Vocational - Technical Curriculum Laboratory, Bldg. 4103 Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903

New Jersey State Dept. of Education, *Food Service.* Vocational-Technical Curriculum Lab., Bldg. 4103 Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903

Pediatrics. Medical Economics Library, Box 149, Westwood, N.J. 07675

Physicians Desk Reference, P.D.R. Box 210, Westwood, N.J. 07675

Rambo, Watson, *Your Career in Health Care,* McGraw-Hill Publishing Co., P.O. Box 582, Hightstown, N.J. 08520

Stevens, *Geriatric Nursing.* W.B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105

Thomas, *Taber's Cyclopedic Medical Dictionary.* Chicago Medical Book Co., 7400 N. Melvina Ave., Chicago, Ill 60648

Wittman, *Basic Sciences for Health Careers.* McGraw-Hill Publishing Co., P. O. Box 582, Hightstown, N.J. 08520

Your Role as a Medical Assistant. Medical Economics Library, Box 149, Westwood, N.J. 07675

University of California, Los Angeles, *Introduction to Allied Health Careers.* Available from Vocational-Technical Curriculum Laboratory, Bldg. 4103 Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903

Resources for Learning Packets (Nurse's Aide)

Anderson, *Basic Patient Care.* W. B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105

Caldwell, Hegner, *Health Assistant,* Delmar Publishers, Albany, N. Y. 12205

Cherescavich, *Textbook for Nurses Aides.* C. V. Mosby, St. Louis, Missouri, 1973

Donavan, Belsjoe, Dillon, *The Nurse Aide.* McGraw-Hill, P. O. Box 582, Hightstown, N.J. 08520

Hospital Research Educational Trust, *Being a Nurses Aide.* HRET, 840 N. Lake Shore Drive, Chicago, Ill. 60611, 1975

Hospital Research Educational Trust, *Training the Nurse Aide.* HRET, 840 N. Lake Shore Drive, Chicago, Ill. 60611

Jodias, *Personal Care of the Patient.* W.B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105

Leake, *Manual of Simple Nursing Procedures.* W. B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105

Mayes, *Nurses Aide Study Manual.* W. B. Saunders Co., W. Washington Square, Philadelphia, Pa. 19105

Nursing Rotation*

Student Objectives

The student will participate in personal care of patients.

The student will assist the patient with activities of daily living.

The student will assist the patient with ambulation, gait training, and propulsion of the wheelchair.

The student will give the special care necessary for the long-term patient.

The student will observe and report all changes in vital signs and patient's condition to the nurse in charge.

* This rotation is always under the supervision of the permanently certified teacher of Health Occupations.

Activity Tasks

Clinical Experience – Health Aide

Name _____ School Year _____

Procedure	Initial Instruction		Clinical Experience		
				Supervised	
	Demonstration	Return	No. of Times	By	Date
Admission of patient					
Bandaging					
Ace					
Bath					
Bed					
Partial					
Tub					
Bed					
Closed					
Occupied					
Open					
Post-operative					
Orthopedic					
Bed pan					
Urinal					
Commode					
Cardinal signs					
Temperature, oral					
rectal					
Pulse					
Respirations					
Charting					
Graphic					
Compresses					
Cold					
Hot					
Discharging patient					
Feeding					
Feeding patient					
Assisting patient with meals					
Height and Weight					
Hot-water bottle					
Ice cap					
Intake and output					

Procedure	Initial Instruction		Clinical Experience		
				Supervised	
	Demonstration	Return	No. of Times	By	Date
Isolation					
Gown					
Hands					
Linen					
Utensils					
Lifting patient					
In bed					
Into chair					
On stretcher					
Observation of patient's condition					
Patient care					
Receiving oxygen					
Special mouth care					
Special back care					
Patient's property, care					
Clothing					
Dentures					
Eyeglasses					
Perineal care					
Position and body alinement					
Fowler's					
Sims					
Post mortem care					
[illegible]ative care					
[illegible]ne					
Postoperative care					
Reporting observations to nurse					
Safety measures					
Restraints					
Bedrails					
Specimen collection					
Feces					
Sputum					
Urine, routine					
24-hour					
S'nA					
Transferring patient					
Transportation to X-ray					
Unit, cleaning of patient's					

The students who show a special interest in nursing specialities may be assigned rotations in operating room, obstetrics, pediatrics, x-ray, etc. by mutual consent of department, student, and teacher.

Nursing Learning Packet

Student Objectives

The student will develop self-confidence in doing various nursing procedures, through practice on classmates.

The student will develop skill in handling patients, keeping in mind specific nursing principles of aseptic technique, safety, patient comfort, good body mechanics, and efficiency.

The student will review the job responsibilities of the Nurse's Aide in preparation for her/his rotation in agencies as scheduled.

USE ONE OF THE NURSE'S AIDE TEXTBOOKS LISTED ON REFERENCE SHEET (p. 24) TO ANSWER THE FOLLOWING:

I. Read the unit on personal care of the patient and answer questions at the end of the chapters. Then . . .

_____* A. Give a fellow student a bed bath.

_____ B. Make an occupied bed.

1. Remember nursing principles of:
   a. Aseptic technique
   b. Saving time and energy
   c. Patient comfort and privacy
   d. Good body mechanics and alinement
   e. Safety

2. How did you employ the principles of patient comfort and privacy in this procedure?

_____ C. View filmstrips**
476, "Basic Bedmaking for Patient Comfort and Safety"
475, "Giving Patient a Bed Bath"

II. Read the unit on special care of patients. Then . . .

_____ A. Give special mouth care to a fellow student.

_____ B. Give special back care to a fellow student.

_____ C. View filmstrip 478, "Recognition and Prevention of Bedsores."

III. Read unit on dietary and fluid intake and output. Then . . .

_____ A. Put a fellow student on a bedpan.

_____ B. Measure output and record on attached I & O sheet.

1. List the nursing principles used in this procedure.

* Blanks are to be initialed by teacher when item has been completed satisfactorily.

** Filmstrips mentioned can be ordered through Trainex, P.O. Box 116, Garden Grove, Cal. 92642.

2. How many cc's in an ounce?

3. What is the average amount of urine voided at one time?

_____ C. Measure and record intake.

1. List the steps in feeding a patient.

2. How many cc's in a half-pint of milk?

3. Using the following food items, record the accurate intake on the I & O sheet on the next page.
   a. Jello – ½ cup
   b. sherbet – ½ cup
   c. cereal – 1 cup
   d. meat – ¼ lb.
   e. cheese – 1/8 lb.

D. Identify the organs of the urinary system on figure A.

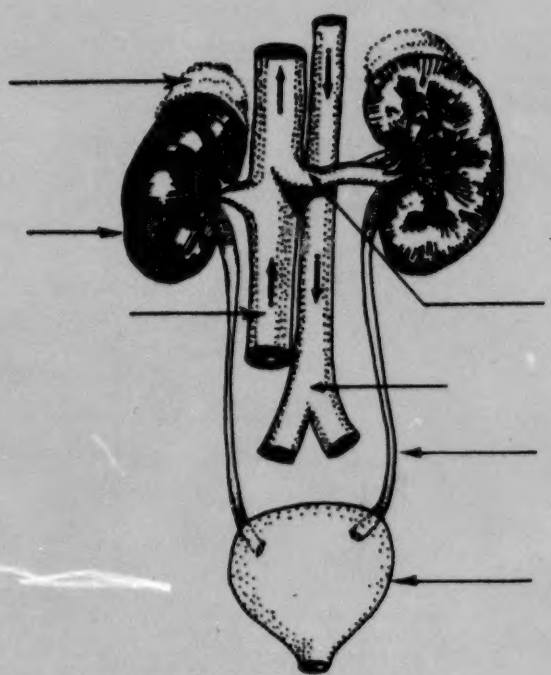


Figure A

INTAKE - OUT PUT

Patient _____

Date _____ Number _____

	INTAKE					OUTPUT			
	ORAL		PARENTERAL		OTHER			OTHER	
SHIFT	Fluid	Amount	Fluid	Amount		Urinary	Levine Tube	Drainage	Amount
AM PM 7 3									
TOTAL									
PM 3 - 11									
TOTAL									
PM AM 11 7									
TOTAL									
24 HR TOTAL									

CC CONTENTS FOR COMMON CONTAINERS

Juice glass	90 cc	Water pitcher	750 cc
Coffee cup	120 cc	Water pitcher top	120 cc
Drinking glass	180 cc	Soup bowl	150 cc
Milk container	250 cc	Gelatin	120 cc

_____ E. Demonstrate the method of obtaining a urine specimen from a patient with a Foley catheter. (Make certain the drainage tube is straight and visible and runs with the flow of gravity.)

_____ F. Do a Clinitest and Acetest and record the results on the Diabetic Record Sheet on the next page.

1. What action would you take if your patient's results were 3+/neg?

2. What does a 4+ Clinitest indicate?

IV. Read unit on vital signs. Then . . .

A. What is meant by vital signs?

B. Give the normal range for:

Temperature:

Pulse:

Respiration:

Blood Pressure:

_____ C. Take your own temperature for 5 days and record on the Temperature Chart, page 35.

_____ D. Take a rectal temperature on "Mrs. Chase."

1. Why is lubrication necessary?

2. Do you keep the oral or rectal thermometer in place longer?

3. What is another method of temperature evaluation if both oral and rectal means are unavailable?

Diabetic Record

Date	Time	Urine Sugar (%)	Urine Acetone (+)	Blood Sugar	Insulin Dosage Injection or Oral	Time Administered	Nurse's Initials

E. Read the thermometers in figure B.

1. _____

2. _____

3. _____

4. _____

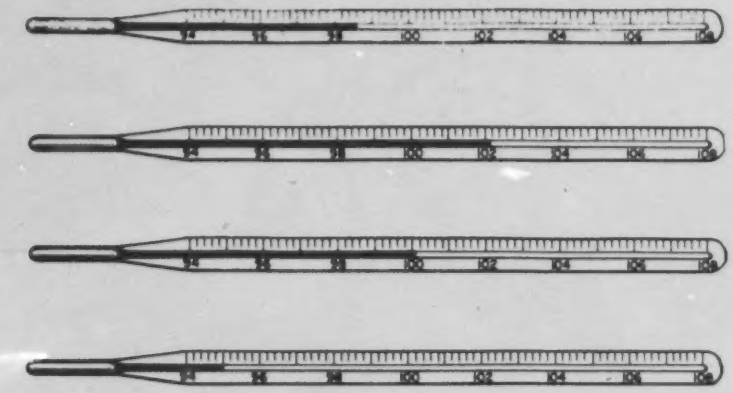


Figure B

_____ F. Count and record your radial pulse rate on chart (for 5 days).

_____ G. Count and record your respirations on chart (for 5 days).

H. On the diagram, figure C, identify the organs of the respiratory system.

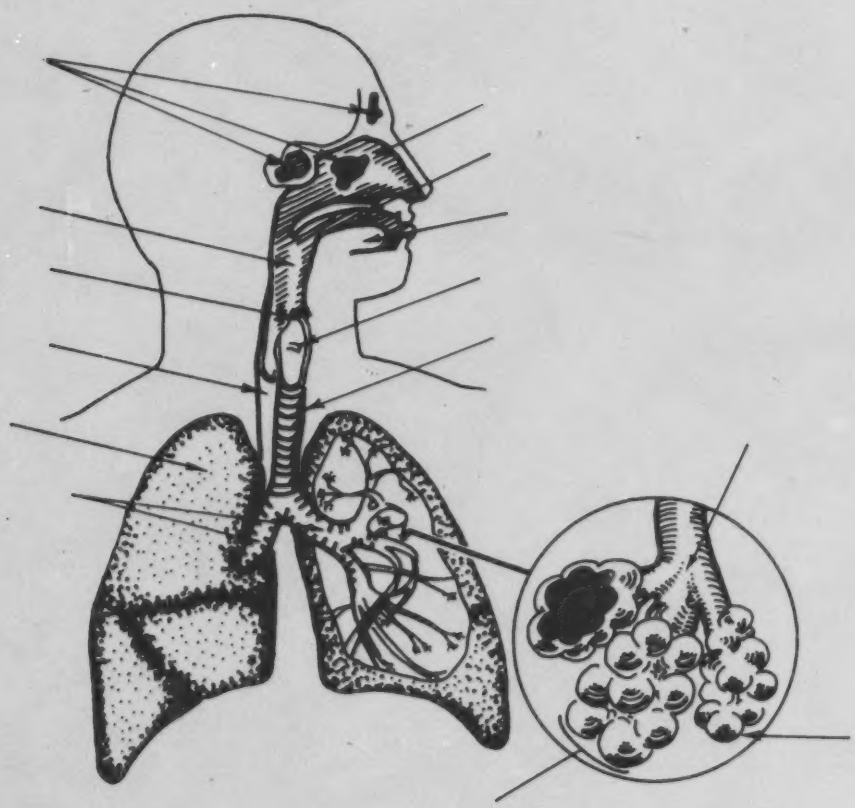
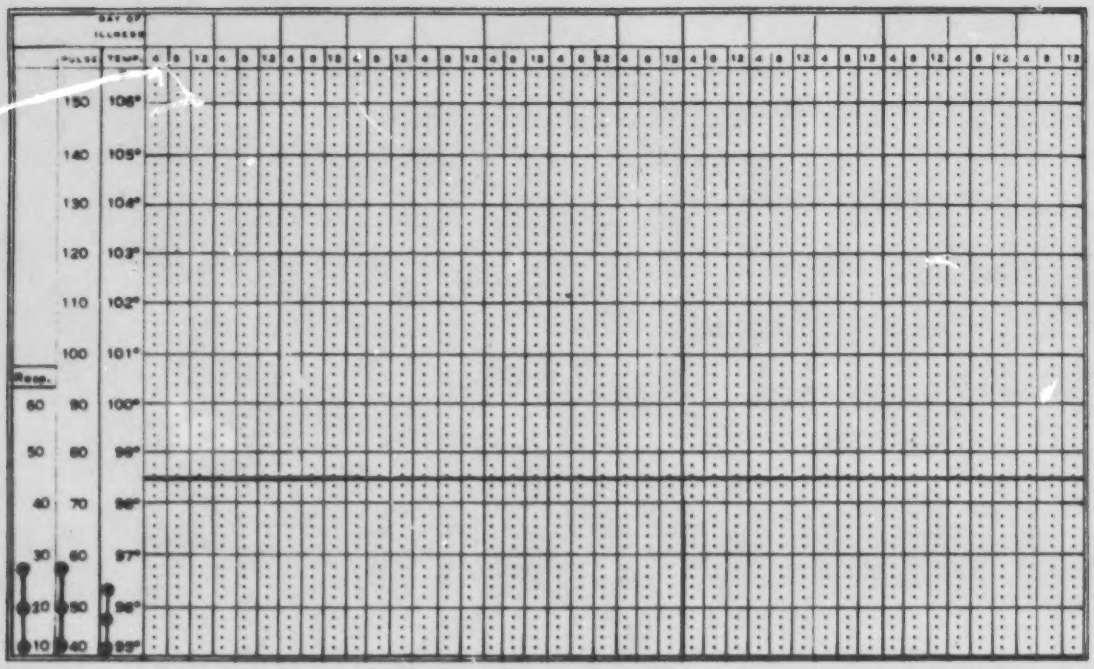


Figure C

1. How does the exchange of oxygen and carbon dioxide take place?

2. Where does this exchange take place?

TEMPERATURE CHART



BLOOD-PRESSURE CHART

I. On the diagram, figure D, identify the chambers of the heart and the valves and show the direction of the flow of blood.

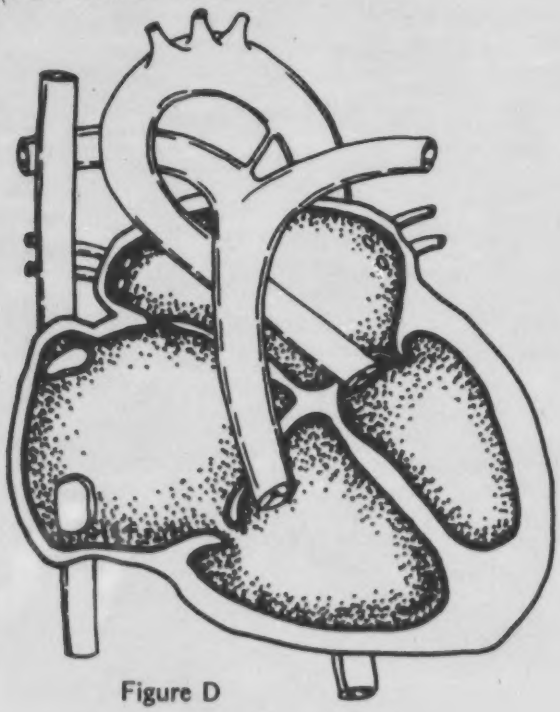


Figure D

J. What are the two readings of the blood pressure called?

1.

2.

3. What do they measure?

_____ K. Take and record on the graphic sheet (page 35) the blood pressure of a fellow student during a 5-day period.

L. List the steps in taking taking vital signs. (Include all nursing principles.)

_____ M. View filmstrip 473, "Taking the Patient's Temperature"

V. Read unit on positioning the patient. Then . . .

A. In figures E through J, identify Sims' position, Fowler's, prone, supine, lithotomy and knee-chest positions.

Figure E: _____

Figure F: _____

Figure G: _____

Figure H: _____

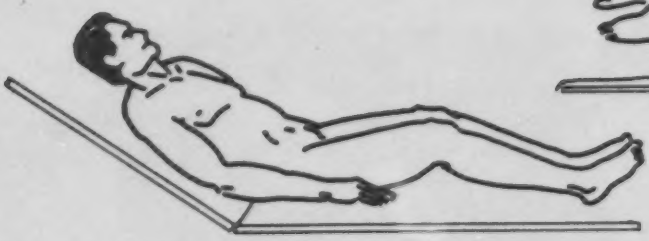


Figure I: _____

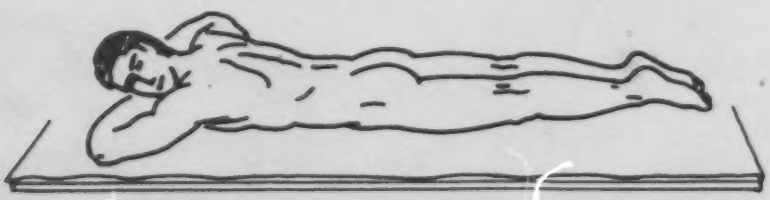


Figure J: _____

_____ B. Place a fellow student into these positions, using proper draping techniques.

1. When do we use these positions?

   a. Sims'

   b. Knee-chest

   c. Lithotomy

   d. Semi Fowler's

   e. Prone

   f. Supine

2. What principles of body mechanics are used:

   a. Lifting a patient in bed

   b. Transferring hemiplegic

   c. Transferring quadruplegic

3. What safety precautions are used in transfers from bed to wheelchair?

4. Diagram a patient in good alignment, including hands and feet.

_____ C. Transfer a student from –
1. bed to wheelchair
2. wheelchair to bed
3. bed to stretcher
4. bed to commode (using Hoyer lift)

_____ D. View filmstrip 477, "Position the Patient for Comfort and Safety"

VI. Read unit on pre-op and post-op care. Then . . .

A. List the steps in pre-op care. Include evening and morning before surgery.

_____ B. Make a surgical bed and prepare the unit for the patient's return.

C. List the steps in post-op care.

_____ D. View filmstrip 402, "Pre-op Care" and "Post-op care"

VII. Read unit on isolation technique.

_____ A. Demonstrate proper gowning technique and care of contaminated articles.

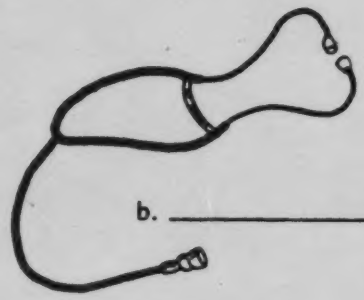
B. What is reverse isolation? For whom is this used?

C. What other conditions do we use isolation for and what type of isolation is used for these conditions?

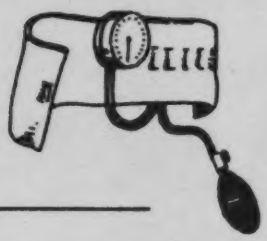
_____ D. View Filmstrips 404, "Principles of Isolation Technique"
427, "Isolating Communicable Enteric and Respiratory Disease"
428, "Precautions for Wound and Skin Infection"
426, "Protective Isolation"

VIII. Identify the following instruments often used in a physical examination:

a. _____

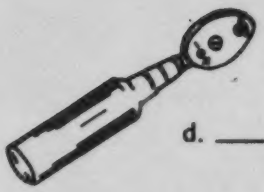


b. _____



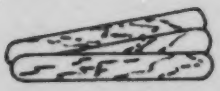
c. _____

e. _____

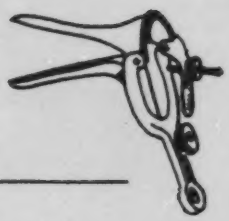


d. _____

f. _____



g. _____



h. _____

Figure K

Pediatrics Rotation

Student Objectives

The student will recognize the normal play behavior of the toddler and preschooler.

The student will use a firm but kind approach when supervising young children.

The student will establish own opinion as to whether breast- or bottle-feeding is preferable.

The student will observe and record the stages of growth and development in several infants at the child-health clinic.

The student will record own reactions to children who are handicapped, physically, mentally, and emotionally, as observed in local agencies.

Activity Tasks

_____ Observe the teachers and nurses who are working with the children in several different agencies.

_____ (1) _____

_____ (2) _____

_____ (3) _____

_____ Observe the child in various activities.

_____ dressing

_____ eating

_____ playing

_____ in learning situations

_____ being disciplined

_____ being examined by doctor

_____ Assist the child and personnel with the above.

Pediatrics Learning Packet

Student Objectives

The student will become aware of the developing fetus and the importance of good prenatal care.

The student will recognize the normal rate of growth and development of the infant, toddler, and preschooler.

The student will understand the various levels of mental retardation and why our public schools provide an education for some and not for others.

The student will identify the most common childhood communicable diseases and the various immunizations that have been developed.

I. Growth

A. In utero

1. Briefly summarize the monthly growth of the embryo and fetus during the months in utero.

2. At what time do you believe this fetus becomes a "human life." Why?

B. Infancy

1. On a separate sheet of paper, summarize the monthly changes in growth and activity of an infant.

2. What is the normal dietary routine for the infant? When do infants begin eating cereals? solid foods? When can they drink from a cup?

3. Would you want your baby to be breast-fed? Support your answer with reasons. If two or more students are working in this area, debate the topic.

C. The toddler

1. When do babies begin to talk, teethe, walk, crawl, toilet-train?

2. What is the normal play of the toddler?

3. How can a parent encourage a toddler to eat?

D. Preschool child

1. In what ways is the preschool child developing socially?

2. Support these expressions:

"Terrible Twos"

"Trying threes"

"Frustrating fours"

"Fascinating fives"

II. Retardation

A. Identify the levels of retardation:

1. Profoundly and severely retarded

2. Trainable

3. Educable

B. At what level would a child not be permitted entrance into public school?

C. What are the goals of an institution such as a county training center?

III. Communicable diseases

A. Childhood diseases

1. What are the communicable diseases often transferred from child to child?

2. At what stage are these diseases communicable?

B. Immunization

1. For which communicable diseases do we have immunizations?

2. What is the normal immunization program for infants and children?

3. What childhood diseases are a problem for adults?

Medical Laboratory Rotation

Student Objectives

The student will observe in each area of the medical laboratory department.

When possible the student may assist the technician during procedures, under careful supervision.

Students will do lower level tasks to maintain aseptic technique in the laboratory.

The student will assist in the organization of equipment and supplies.

Activity Tasks

Hematology

_____ Call patients from waiting room and prepare them for technician.

_____ Observe technician drawing blood and preparing a blood smear.

a. _____ Capillary puncture
b. _____ Venipuncture
c. _____ Smear

_____ Take specimen to refrigerator or area of department for testing.

_____ Observe technician running blood counts through Coulter "S" machine.

_____ When technician is doing the differential, student may look through microscope and point out white blood cells.

_____ Assist technician in the staining of slides.

_____ Clean up microscopes and work area.

_____ Clean and sterilize test tubes and other equipment used in the department.

Blood Bank

_____ Observe technician checking for reaction of blood with antigen antiserums.

_____ Identify reactions along with technician.

Bacteriology

_____ Observe technician preparing a culture.

_____ Observe technician doing sensitivity tests on cultures.

_____ Look at microorganisms through microscope under the direction of the technician.

_____ Assist in the preparation of slides.

_____ Clean up microscope and work area.

_____ Sterilize equipment.

Histology

_____ Observe technician preparing a frozen section.

_____ Assist in the preparation of the slide.

_____ Look through microscope at abnormal cells as screened by technician.

_____ Clean up equipment and work space.

Urology

_____ Observe technician running routine urinalysis.

_____ Assist technician where possible.

_____ Obtain and maintain specimen.

_____ Clean up equipment and work space.

Chemistry

_____ Observe technician preparing for anlaysis of blood, using the Hycell Mark 10 and the Technician Autoanalyzer.

_____ Assist in chemical testing for sugar, electrolytes, and urea nitrogen.

_____ Clean up equipment and work area.

Medical Laboratory – Learning Packet

Student Objectives

The student will identify the various job responsibilities of the members of the medical laboratory team.

The student will state the personal qualifications which he/she must have to be successful as a member of the medical laboratory team.

The student will do certain routine laboratory tests.

1. What are the various parts of the medical laboratory?

2. What jobs are available in the medical laboratory? Give the educational requirements of each job and a job description.

I. Hematology

A. What is hematology?

B. Components of blood

1. What are the basic components of whole blood?

2. What is blood plasma?

3. How do we use plasma, packed cells, and whole blood?

C. Blood counts

1. Draw a pipette of blood and mix with proper solution to destroy unwanted cells.
2. Prepare hemacytometer.
3. Focus microscope to view cells.
_____ 4. Count RBC's.

   a. What is the normal RBC range?

   b. What might a low RBC indicate?

_____ 5. Count WBC's.

   a. What is the normal WBC range?

   b. What might an elevated WBC indicate?

6. Identify the following cells on figure A:

a.	red blood cell	d.	basophil
b.	monocyte	e.	eosinophil
c.	lymphocyte	f.	neutrophil

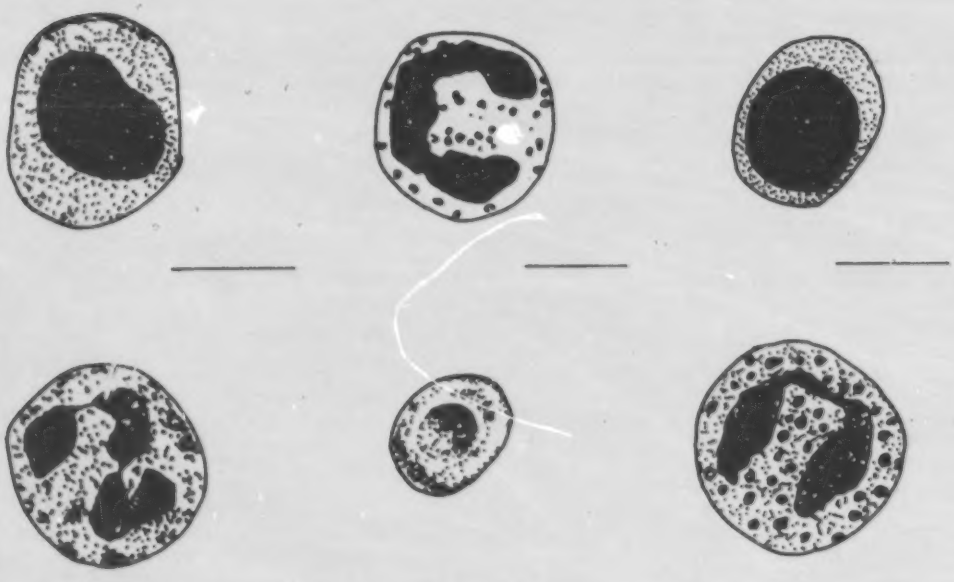


Figure A

_____ 7. Blood typing

a. Do a capillary puncture.

b. Add antiserum to three individual drops of blood.

c. Observe the reaction with antiserums A, B, and D. (Warm the slide for D.)

(1) What is blood typing?

(2) Why is blood typing important?

(3) What is a cross match?

(4) Why is accuracy necessary in blood typing?

(5) Who is the universal donor? Why?

(6) Who is the universal recipient? Why?

(7) What is the function of the blood bank?

_____ 8. Blood smear

a. Do a capillary puncture.
b. Smear with a feathered edge.
c. Stain the smear.
d. Focus smear with oil-immersion lens to view the WBC's.
e. Identify the various WBC's.

_____ 9. Hemoglobin test

a. Do a capillary puncture.

b. Using the Tallquist filter paper, check the blood color with the color-index chart.

(1) What is hemoglobin?

(2) What is the normal range of hemoglobin?

(3) What are the physical symptoms of low hemoglobin?

(4) What is the hematocrit?

(5) Is there a relationship between hemoglobin and hematocrit? Explain.

II. Bacteriology

A. What is bacteriology?

B. Identification of bacteria.

_____ 1. Using a Union Carbide kit, grow a culture of bacteria from a likely source.

_____ a. Incubate.
_____ b. Make slides.
_____ c. Focus microscope and identify microorganisms.

_____ 2. Using prepared slides of bacteria, focus and identify the bacillus, coccus, and spirillum.

3. Identify the following bacteria as to general type.

Figure B

4. What is the value of doing a culture and sensitivity test?

III. Histology

A. What is histology?

B. Why do we use frozen sections?

C. Why are time and accuracy particularly important in this department?

D. What machines are used in histology?

_____ E. Using prepared slides of tissue, focus and identify normal and abnormal tissue.*

IV. Urology

A. What types of tests are routinely done on urine?

B. What are the basic components of urine?

C. Is urine sterile?

D. How does a urinalysis help tell the health picture?

E. Why is kidney function so important?

F. Routine urinalysis

_____ 1. Observe color, clarity and odor.

_____ 2. Do a Clinitest and Acetest on urine.

* Slides may be obtained from Ann Arbor Biological Center, 6780 Jackson Rd., Ann Arbor, Michigan 48103

_____ 3. Do a pH with test tape.

a. What is a normal pH?

b. What might an abnormal pH indicate?

_____ 4. Using the hydrometer, measure the specific gravity.

a. What is a normal specific gravity?

b. What might an abnormal specific gravity indicate?

V. Chemistry

A. What are some of the tests done in the chemistry lab?

B. Name 7 electrolytes necessary for normal balance of the blood.

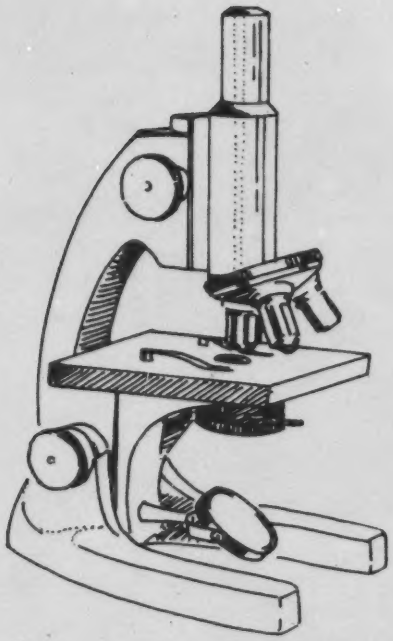
C. What can abnormalities of electrolyte balance indicate in body functioning?

D. What is a BUN? What disease process would this test be used to diagnose?

E. Blood sugar

1. What is the normal blood-sugar level?
2. What diseases might an abnormal blood-sugar level indicate (Hypo and hyper)?

F. Identify the following two very important items used in all departments of the laboratory.



1. _____

2 _____

Figure C

Radiology Rotation

Student Objectives

The student will show empathy for the patient's discomfort while assisting in positioning for the radiologic procedure.

The student will do lower level tasks while observing the various jobs in the radiology department.

The student will familiarize her/himself with the purposes and functions of each x-ray room.

Activity Tasks

_____ Observe and assist volunteers transporting patients from hospital units.

_____ Assist in transferring patients from stretcher to table.

_____ Observe technician positioning patient for exposure.

_____ Leave the room during exposure time.

_____ Take film plates to developing room.

_____ Assist in developing film.

_____ Observe procedure in bringing film to doctor's attention.

_____ Clean room between procedures.

_____ Clean equipment when necessary.

_____ Observe doctor and technician in special procedures room.

_____ Observe technician during preparation for scanning.

Radiology – Learning Packet

Student Objectives

The student will be able to tell the job responsibilities of the radiologic technician.

The student will evaluate her/his personal qualifications with respect to the qualifications that a good technician needs.

The student will understand the concepts of physics behind radiologic photography.

I. Overview

A. What are the job responsibilities of the radiologic technician?

B. What doctor is in charge of the radiology department?

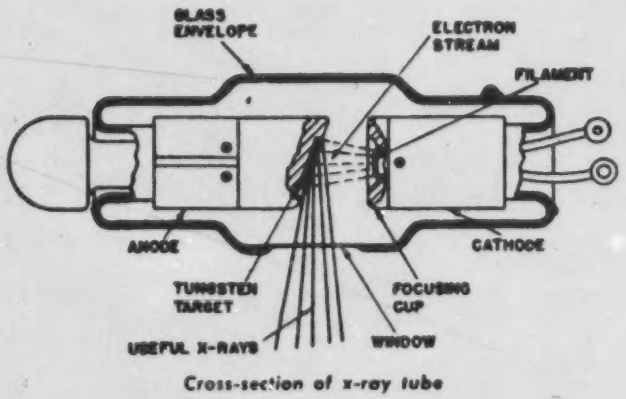
C. Where are there schools for radiologic technology in your state?

II. The process of radiology

A. What chemical elements are used in radiology?

B. Where did x-ray get its name?

C. With the help of figures A, B, and C, tell how x-ray functions.



Cross-section of x-ray tube

Figure A

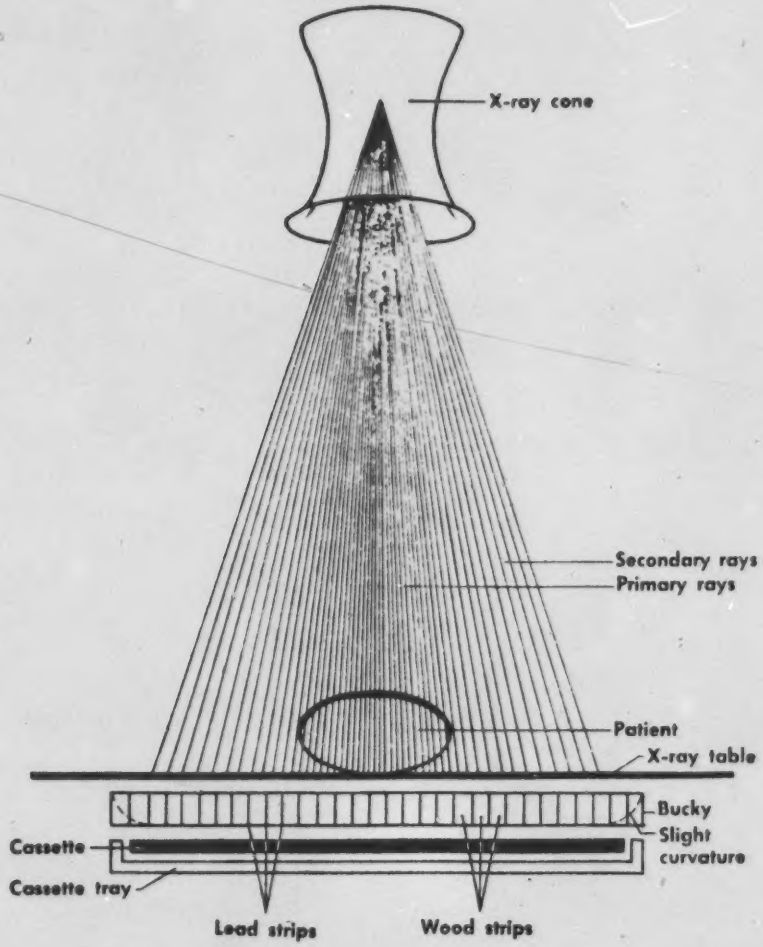


Figure B

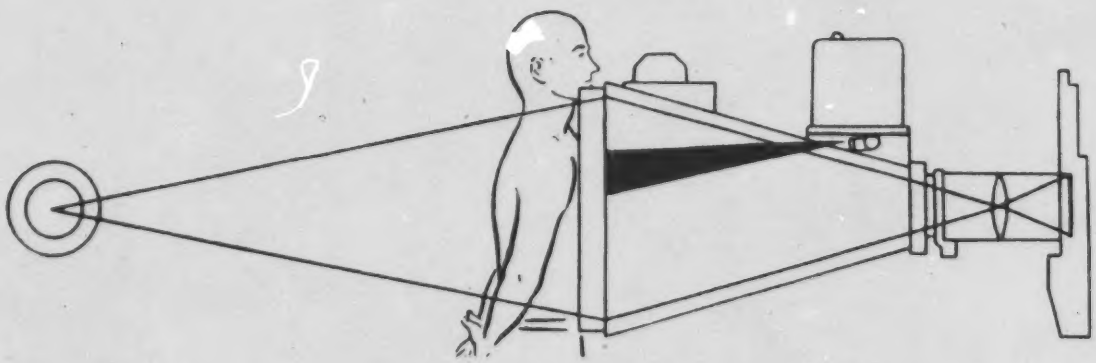


Figure C

67

D. What is fluoroscopy?

1. Why would fluoroscopy be used in conjunction with normal readiographs?

2. What are the radiopaque materials used in radiology?

3. When and how is barium used?

E. What are the concerns when using radioactive materials? How and what safety methods are employed to protect the patient and the technician?

III. Positioning the patient

A. What are the routine positions and views for:

1. Chest

2. Abdomen

3. Barium enema

4. Barium swallow

5. Extremities

6. Skull

7. Spine

B. How can the technician help to make the patient more comfortable:

1. Physically

2. Emotionally

IV. Nuclear medicine

A. What is nuclear medicine?

B. How are radioactive isotopes made?

C. When are radioactive isotopes used in radiology for therapy?

D. How do radioactive isotopes contribute to diagnostic procedures?

E. How does the technician or doctor choose the radioactive isotope for each test?

F. Obtain a scan from a radiology department. Describe how scanning aids in diagnosis.

G. Obtain an x-ray. Describe how it aids in diagnosis.

H. Contrast the x-ray and scanning films in several respects.

V. Exposure time

A. What is the formula the technician uses for calculating radiographic exposure?

B. What is the measurement unit called?

C. Who is in charge of the film-badge control?

D. Explain why accuracy is important in determining exposure time.

VI. Developing x-rays

A. How are x-rays developed?

B. What are the cassette and film made of?

_____ C. Given a dental x-ray plate, take it apart and identify the parts and the purpose of each part. Attach them below.

D. Which of the above parts stops the x-rays?

E. What solutions are used in developing and fixing?

VII. Special procedures

A. What special procedures are done in x-ray? What are the doctors looking for or hoping to accomplish with these procedures?

B. Why is x-ray necessary to do these tests and procedures?

C. Define the following x-ray examinations. Include what the doctor is attempting to identify with these tests.

1. IVP

2. BE

3. Myelogram

4. Bronchogram

5. Mammogram

6. GB series

7. Tomogram

8. GI series

Electrocardiography and Electroencephalography Rotation

Student Objectives

The student will assist the technicians in positioning patients and applying electrodes in preparation for the gram.

The student will observe the technician taking the gram.

The student will identify interference on a gram.

Activity Tasks – Learning Opportunities

_____ Prepare patient for the gram.

_____ Assist the technician in application of electrodes.

_____ Observe while the technician takes the tracing.

_____ Identify interference on the tracing.

_____ Clean electrodes and patient.

_____ Cut and tape strips on chart for doctor's evaluation.

Electrocardiography and Electroencephalography Learning Packet

Student Objectives

The student will list the job responsibilities of the technician doing ECG and EEG.

The student will evaluate his/her personal qualifications with respect to the qualifications needed for success in this field.

The student will identify the organs of the circulatory and nervous systems.

The student will describe the electrical activity as it originates in the heart and its effect on the contraction of the heart.

The student will demonstrate effective cardiopulmonary resuscitation on ResusciAnne.

The student will identify normal and abnormal ECG's.

I. ECG

A. The electrocardiographic technician works under the direction of what physician?

B. List the job responsibilities of the ECG technician.

C. Using Figure A, identify the parts and chambers of the heart and indicate the various electrical processes.

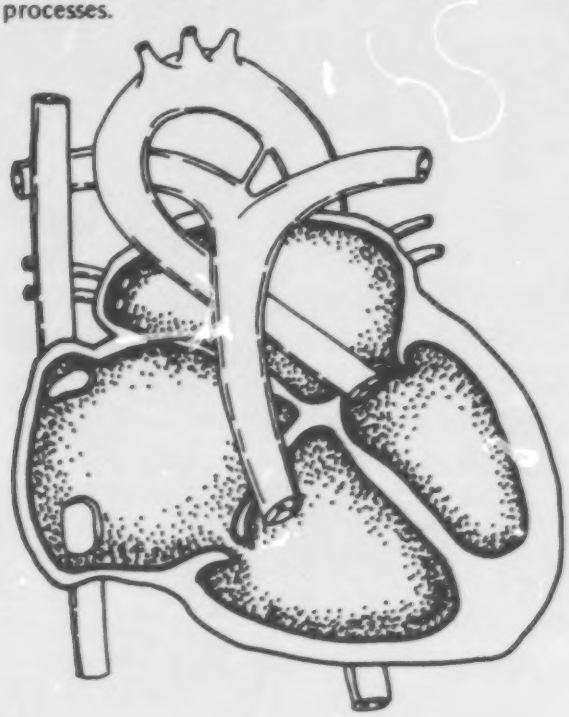


Figure A

D. What is the "natural pacemaker" called?

E. What purpose do the SA and AV nodes serve?

F. Why do doctors order electrocardiograms?

G. What is an electrocardiogram?

H. What is a 12-lead ECG?

I. How and where are the electrodes applied to a patient? Why is conductive jelly necessary?

J. From figures B, C, D, and E (cardiograms, slightly enlarged) . . .

1. Identify a normal ECG.
2. Identify on the normal ECG the pqrs wave.
3. What is the normal time interval for the qrs?
4. Identify
   a. An atrial flutter
   b. Ventricular fibrillation
   c. Ventricular tachycardia
5. Count the rate and tell whether the rhythm is normal.

(B)

(C)

Figure B

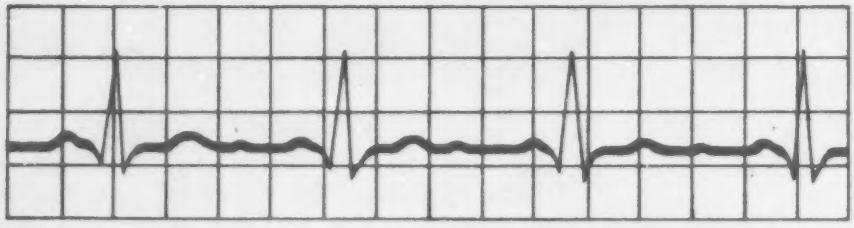


Figure Ⓒ

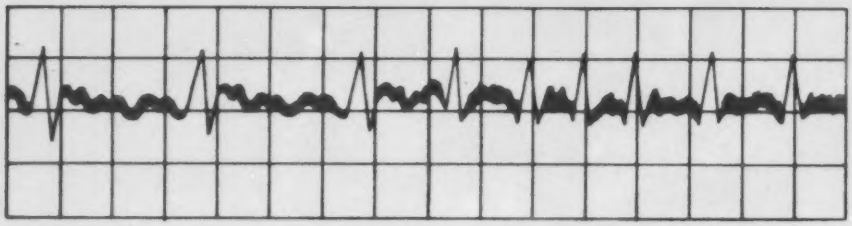


Figure Ⓓ

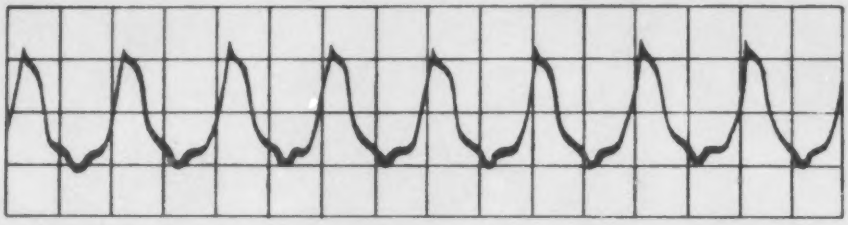
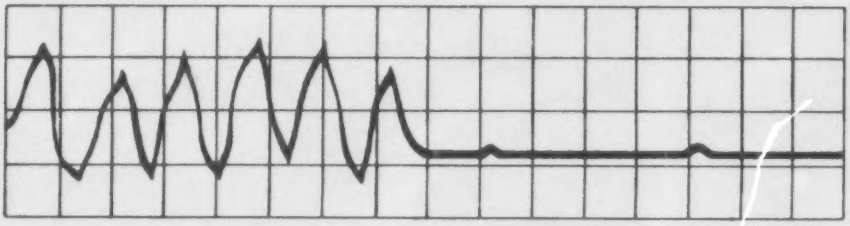


Figure Ⓔ



6. When is a defibrillator used?

   a. What does ventricular fibrillation mean?

   b. Is atrial fibrillation more serious than ventricular fibrillation? Why?

7. What is CPR?

   a. What is the crash team?

   _____ b. Demonstrate the one-person and two-person methods of resuscitation. (Use ResusciAnne.)

II. EEG

A. The electroencephalographic technician works under the direction of what physician?

B. List the job responsibilities of the EEG technician.

C. What personal qualifications are necessary for the EEG technician?

D. What is an electroencephalogram?

E. Why do doctors order EEG's?

1. What position should the patient be in for an EEG?
2. How are the electrodes applied to the patient?

3. Is there any possibility of electrical shock?
4. What are the steps to doing an EEG?

5. What environmental factors must be considered during a gram?

6. What special conditions are developed by the technician to look for various brain activity?

7. When is an EEG used to determine brain death?

8. What might an abnormal EEG indicate?

F. On figure F identify the activities of the parts of the brain indicated by the numbers in the circles.

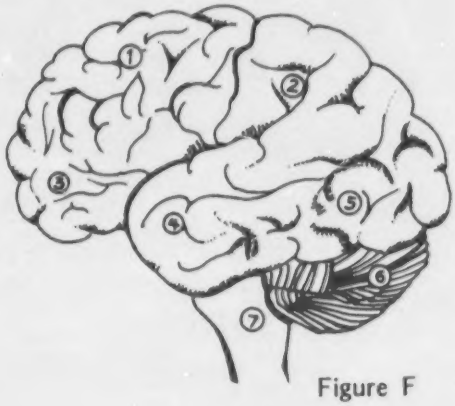


Figure F

G. Name the spinal nerves and their functions.

H. List the 12 cranial nerves and their functions.

Respiratory Therapy Rotation

Student Objectives

The student will assist in the preparation of patient and equipment for therapy.

The student will observe the therapist in treatment of the patient.

The student will clean equipment between patients.

Activity Tasks

_____ Assist the therapist to set up equipment and prepare patient.

_____ Observe the therapist while giving a treatment.

_____ Clean equipment after each treatment.

_____ Bring oxygen setups to floor.

_____ Observe therapist during record-keeping.

_____ Observe pulmonary-function testing.

Respiratory Therapy Learning Packet

Student Objectives

The student will list the job responsibilities of the respiratory therapist.

The student will analyze his/her own personal qualifications and compare them with those necessary in the job of the respiratory therapist.

The student will state the educational requirements for certification.

The student will describe the exchange of oxygen in the lungs.

The student will be able to explain why blood-gas samples are often taken from patients during oxygen therapy.

The student will recognize the value of pulmonary-function testing in evaluating patient's condition.

A. What are the job responsibilities of the respiratory therapist?

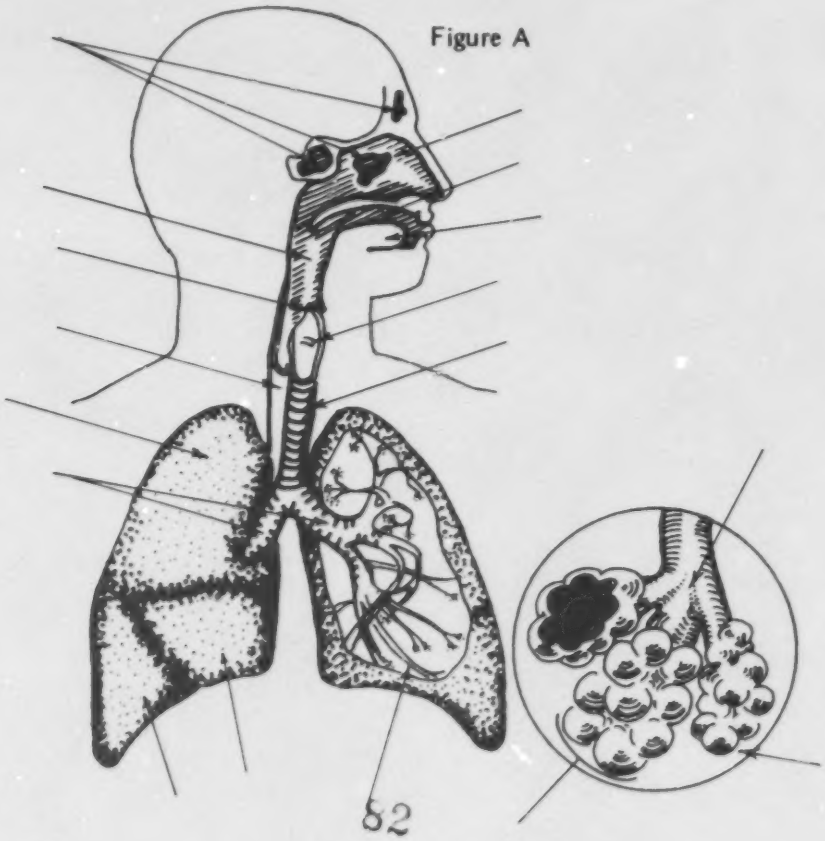
B. Where in your state can you go to school to learn to become a respiratory therapist?

C. How long a program of study is needed to become a respiratory therapist?

D. On the diagram, figure A:

1. Identify the organs of the respiratory system.
2. Describe how the exchange of oxygen and carbon dioxide is accomplished in the alveoli.

Figure A



E. What is IPPB?

What is IPPV?

What is CPAP?

F. Why do we moisturize the oxygen and air during treatments?

G. What medications are most often used during IPPB? How do these medications treat the patient's condition?

H. Oxygen concentration

1. What is the normal oxygen concentration in room air?
2. What concentration is used for oxygen therapy?
3. What problems occurred when too great a concentration of oxygen was used on newborn babies?

I. For what conditions is pressure on expiration more important than on inspiration?

J. When would a respirator be used?

1. The most commonly used respirator is called the _____.
2. What are your personal feelings on the use of manual or mechanical respirators for long-term comatose patients?

K. What is the purpose of taking blood-gas samples?

1. What are the elements being evaluated?

2. What would be the normal carbon dioxide concentration in the blood?

3. How are blood gases drawn?

4. Who draws the blood?

L. What is a pulmonary function test?

1. How is this test performed?

2. Why does the doctor order a pulmonary function test?

3. A pulmonary function test aids in the diagnosis of _____ _____.

Dental Cluster Rotation

Student Objectives

The student will observe the dental team at work.

The student will assist in the preparation and clean-up of the operatory.

Activity Tasks

_____ Call patient into operatory.

_____ Prepare patient – bib, water, etc.

_____ Prepare tools – set up trays.

_____ Get charts.

_____ Observe dentist examining and treating patient.

_____ Observe four-handed dentistry.

_____ Clean room, change ear pieces and water.

_____ Sterilize tools.

_____ Observe dental assistant's work.

_____ Make impression.

_____ Pour a mold.

_____ Grind a mold.

_____ Observe hygienist:

- _____ take x-ray.
- _____ clean teeth.
- _____ give fluoride treatment.
- _____ educate patients on proper care of teeth.
- _____ educate patients on proper diet.

Dental Cluster – Learning Packet

Student Objectives

The student will name the job responsibilities of the various members of the dental team.

The student will spend a period of time in the dental assisting room under the supervision of the Dental Assisting instructor.

The student will identify each tooth by name and function.

The student will identify dental terms in a matching exercise.

The student will identify five dental specialties.

On a diagram of a tooth, the student will name the tissues of the tooth and give one fact concerning each.

The student will take an impression of the model jaw and make a mold from this impression.

The student will clean the work areas she/he has used.

Dental Cluster – Learning Packet

I. Dental specialties. Identify the following:

A. Orthodontics

B. Periodontics

C. Pedodontics

D. Exodontics

E. Endodontics

II. Name the members of the dental team and give their job responsibilities.

III. Educational requirements

1. What are the educational requirements for the dentist?

2. What are the educational requirements for the dental hygienist?

IV. Anatomy of the tooth

A. From the diagram in figure A, name each tooth and tell its function.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10

11.

12.

13.

14.

15.

16.

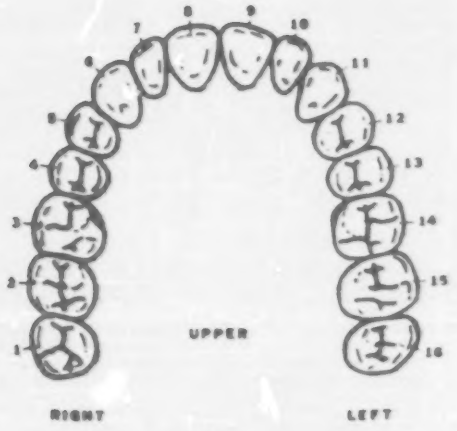


Figure A

B. Using the diagram of a tooth in figure B, identify the tissues of the teeth and state one fact about each.

Figure B

V. History of dentistry

A. What is the relationship between the red-striped barber pole and dentistry?

B. Modern dentistry prefers the saving of a tooth through root-canal work rather than extraction. Why is this physiologically preferred?

VI. Match the following terms with their definitions.

_____	A.	Deciduous	1.	an alloy containing mercury
_____	B.	Operatory	2.	wearing away by harsh rubbing
_____	C.	Dentine	3.	an abnormal organ or structure
_____	D.	Posterior	4.	wearing away of tooth from normal use
_____	E.	Anterior	5.	in front of
_____	F.	Biscuspid	6.	gradual decay of tooth
_____	G.	Occlusion	7.	having two projections
_____	H.	Dentition	8.	the number, kind, and arrangement of teeth
_____	I.	Explorer	9.	tissue of the tooth surrounding the pulp
_____	J.	Prosthesis	10.	inflammation of the gums
_____	K.	Prophylaxis	11.	temporary teeth
_____	L.	Attrition	12.	relation of the teeth when the jaw is closed
_____	M.	Abrasion	13.	defective development of tissue
_____	N.	Gingivitis	14.	a gummy mass of microorganisms that grows on the crowns of teeth
_____	O.	Anomaly	15.	replacing of missing teeth or crowns
_____	P.	Plaque	16.	an artificial substitute replacing a tooth
_____	Q.	Hypoplasia	17.	cleaning of the teeth's surfaces
_____	R.	Caries	18.	behind
_____	S.	Amalgam	19.	instrument used to examine teeth
_____	T.	Restoration	20.	area or room set up for dental examinations

_____ VII. Carve and shape a tooth out of a piece of chalk or soap.

VIII. What personal qualities do you pssesss that would make you a desirable member of a dental team?

Office Cluster Rotation

Student Objectives

The student will observe the nurse or assistant in preparing patient, performing tests, and giving treatments.

The student will assist the receptionist in answering the phone, making appointments, and taking messages.

The student will assist the office personnel in their responsibility of keeping the office clean and neat.

The student will file and retrieve charts under the direction of medical-records personnel.

Activity Tasks

OBSERVE – CLINICAL

_____ Preparation of patient

_____ Preparation of room

_____ Obtaining of specimens

_____ Physician's examination of patient

_____ The taking of vital signs

_____ Cleaning and sterilizing of equipment

OBSERVE – DIAGNOSTIC LAB

_____ Capillary puncture

_____ Venipuncture

_____ CBC

_____ Hematocrit

_____ Hemoglobin

_____ Routine urinalysis

_____ Sedimentation

_____ WBC – differential

_____ Other

OBSERVE – X-RAY

_____ Preparation of patient

_____ Positioning of patient

_____ Preparation of film

_____ Setting of exposure time

_____ Taking of picture

_____ Developing x-ray

_____ Other

OBSERVE AND ASSIST

_____ Answering the phone

_____ Taking messages

_____ Making appointments

_____ Greeting patients

_____ Interviewing patients

_____ Taking of complete medical and social history

_____ Filing and retrieving records

_____ Receiving payment; writing receipt

_____ Straightening office

_____ Checking the chart for completeness

_____ Duplicating records

Office Cluster – Learning Packet

Student Objectives

The student will identify the personnel in the medical office and their various job responsibilities.

The student will be aware of the levels of education necessary for these jobs.

Given a list of medical terms and abbreviations, the student will identify meanings.

I. The Chart

A. Why do we call the chart a legal document?

B. What are the necessary items in a complete chart?

II Office personnel

A. Name the personnel in a typical doctor's office.

B. What are the job responsibilities of the members of the office team?

1. Draft and type three business letters. (Attach.)
2. Given a history questionnaire, interview three classmates and write up their medical and social histories. (Attach.)
3. Answer the phone in the school office for 4 days.

   _____ a. Take messages

   _____ b. Transfer calls

   _____ c. Use intercom

III. Medical terminology. Match the following:

_____ A.	Urinalysis	1.	overweight condition
_____ B.	Ambulatory	2.	the volume of packed cells
_____ C.	Cyanosis	3.	to the side
_____ D.	Lateral	4.	prediction for the outcome of a disease
_____ E.	Prognosis	5.	single-celled plant-like microorganisms
_____ F.	Hematocrit	6.	without teeth
_____ G.	Bacteria	7.	study of elements in urine
_____ H.	Cardiologist	8.	retention of fluid
_____ I.	Obesity	9.	study of the blood
_____ J.	Edema	10.	bluish coloring around lips and nailbeds due to lack of oxygen
_____ K.	Acute	11.	specialist who studies the heart
_____ L.	Hematology	12.	a sore
_____ M.	Ulcer	13.	sudden, violent, sharp
_____ N.	Edentulous	14.	able to move about on one's own; not bedridden
_____ O.	Jaundice	15.	yellowish color of sclera and skin due to bile in blood

IV. Abbreviations. Identify the following:

1. CVA

2. PVC

3. c/s

4. hs

5. prn

6. cc or cm^3

7. BID

8. STAT

9. pc

10. c̄

11. OOB

12. ECG

13. CHF

14. ASHD

15. D & C

_____ V. Using the tape recorder, demonstrate proper phone technique. (If possible, do this in pairs.)

Dietary Cluster Rotation

Student Objectives

The student will observe and assist in the preparation and cleanup of the various areas of the dietary department.

The student will participate in in-service training sessions.

The student will confer with patients on their diets.

Activity Tasks

_____ Observe dietician during patient conference, discussing special diets and patient idiosyncracies.

_____ Review various diets and menus planned for individual patient's needs.

_____ Paticipate in in-service training sessions.

_____ Assist the patient in selection of menu.

_____ Assist in ordering and inventory of stock.

_____ Check food deliveries.

_____ Observe and assist in food preparation, cafeteria line, and assembly line.

Dietary Cluster – Learning Packet

Student Objectives

The student will identify the personnel in the dietary department and know the amount of education necessary to do the various jobs.

The student will match certain special diets with diseases that require such diets.

The student will show a knowledge of the types of foods permitted in several restricted diets.

The student will state the essential nutrients and the major functions of each in the diet.

The student will identify the organs of the digestive system.

I. Identify the personnel in the dietary department and list the job responsibilities of each. (See next question also.)

II. For each job, add the educational requirements.

III. Special diets. – Match the following diets with the disease conditions for which they are likely to be used.

_____	A.	Sippy	1.	hypertension
_____	B.	Low cholesterol	2.	post accident, to build and repair tissue
_____	C.	Low sodium	3.	arteriosclerotic heart disease
_____	D.	Soft	4.	diabetes
_____	E.	Low carbohydrate	5.	ulcer
_____	F.	High protein	6.	edentulous

IV. Write a well-balanced 24-hour menu for a low-cholesterol diet.

V. What is included in the sippy diet?

VI. What foods are restricted on a low-sodium diet?

VII. How can we include these diets within the regular family menu?

VIII. Fluid intake

A. List the fluids permitted on

1. A clear liquid diet

2. A full liquid diet

B. What food items are recorded on an intake record?

C. How many ––

1. ounces in a half pint of milk?
2. cc's in a half pint of milk?
3. cc's in a juice glass?

D. On the intake sheet (page 96), record the intake from the diet you planned in IV (above).

IX. Nutrients

A. What is a nutrient?

B. Name the nutrients necessary for life.

C. How does each nutrient help to sustain life?

INTAKE - OUTPUT

Patient _____

Date _____ Number _____

	INTAKE					OUTPUT			
	ORAL		PARENTERAL		OTHER			OTHER	
SHIFT	Fluid	Amount	Fluid	Amount		Urinary	Levine Tube	Drainage	Amount
AM PM 7 3									
TOTAL									
PM 3 - 11									
TOTAL									
PM AM 11 7									
TOTAL									
24 HR. TOTAL									

CC CONTENTS FOR COMMON CONTAINERS

Juice glass	90 cc	Water pitcher	750 cc
Coffee cup	120 cc	Water pitcher top	120 cc
Drinking glass	180 cc	Soup bowl	150 cc
Milk container	250 cc	Gelatin	120 cc

X. What is a calorie?

XI. Besides nutrition, what are the other concerns the dietician has for the patient's diet?

XII. A. On the diagram, figure A (next page), identify the organs of the digestive system.

B. Tell the function of each organ.

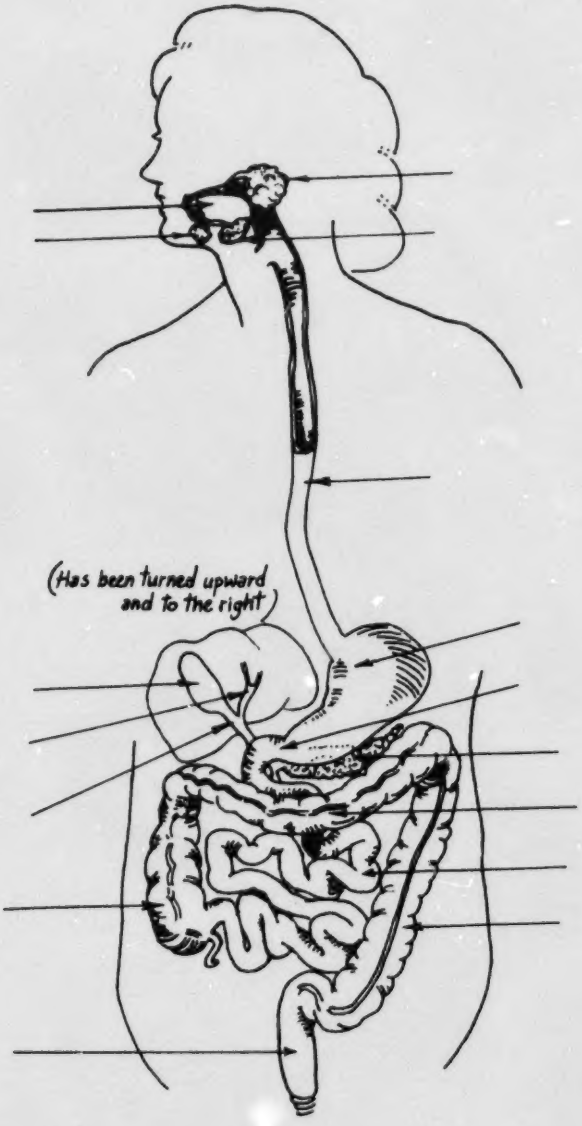


Figure A

Physical Therapy Rotation

Student Objectives

The student will become aware of physical therapy and rehabilitation services.

The student will observe and assist therapist during therapy hours.

The student will encourage patients to continue therapy as instructed.

The student will use proper body mechanics and safety precautions while assisting with transferring patient.

The student will help the patient with adaption of his/her wheelchair and encourage self-propulsion.

The student will observe the fitting and modifying of a prosthetic device or a brace for a patient.

Activity Tasks

_____ Transport patient to and from therapy.

_____ Assist patient to transfer to mat.

_____ Encourage patients to do maximum for self.

_____ Work with patients on mats, encouraging them to do leg and rolling exercises as demonstrated by therapist.

_____ Work with patients in exercise therapy (ball toss, etc.)

_____ Assist in wheelchair management and propulsion.

_____ Observe all other activity when possible to more fully understand physical therapy.

Prosthetics – Learning Tasks

Observe therapist:

_____ a. Measure patient for prosthesis or brace.

_____ b. Design and fabricate device.

_____ c. Modify device for patient's comfort and functioning.

_____ d. Adjust and fit device to patient.

_____ e. Instruct patient in application and use.

Physical Therapy – Learning Packet

Student Objectives

The student will know the types of disease conditions or injuries that will need physical therapy for rehabilitation of the patient.

The student will consider good body mechanics for her/himself when moving and lifting the patient (fellow student).

The student will position the patient in the proper body alinement.

The student will use proper safety checks when assisting in transfers.

The student will know about some of the methods of treating a patient with physical therapy.

Physical Therapy – Learning Packet

I. Physical therapy

A. What is physical therapy (PT)?

B. What are the educational requirements for the therapist?

II. What pathologic conditions are treated in PT?

A. What is an amputation?

1. What is a prosthesis?

2. For what reasons are limbs amputated?

3. What therapy is necessary to prepare a stump for a prosthesis?

___ a. Wrap Mrs. Chase's stump with an Ace bandage.

___ b. Do ROME on Mrs. Chase's stump.

c. In figures A and B, identify a hinge joint and a ball and socket.

Figure A

Figure B

B. What is a fracture?

1. In figures C, D, E, and F, identify the various types of fractures.

Figure C

Figure D

Figure E

Figure F

2. What is the concern for the patient with a compound fracture?

C. What is a stroke?

1. Figures G and H represent the proper positioning of the patient with a stroke. Explain the purpose of the various supporting articles used.

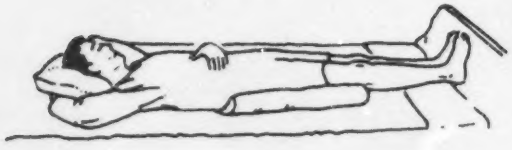


Figure G

Figure H

2. What is good body alinement?

3. What is a contracture?

____ 4. Using good body mechanics, place a stroke-suffering patient (student) in proper body alinement.

____ 5. Assist the patient (student) with right hemiplegia to transfer from bed to wheelchair.

III. Modalities

A. Heat and cold

1. What are the physiological benefits of the application of heat?

2. What various types of heat are used in PT?

3. Heat is used in the treatment of what conditions?

4. What are the advantages of wet heat over dry heat?

____ a. Apply the k-pad to Mrs. Chase for a hot wet compress.

b. How do you insure safety and comfort for the patient receiving this treatment?

5. When would the doctor advise the use of ice or a cold compress?

6. What principle of physiology is involved in the use of cold as a treatment?

____ a. Apply an ice pack to Mrs. Chase.

b. How did you insure safety and comfort with this treatment?

B. Hydrotherapy

1. What is hydrotherapy?

2. The burn victim is often submerged in the Hubbard tank. Why would this treatment be used for burns?

3. What other conditions are treated with hydrotherapy?

C. Describe other modalities that are often used in physical therapy.

IV. Assistive devices

A. What is "non-weight-bearing"? When is non-weight-bearing ordered by the doctor?

B. What is "partial weight-bearing"? When is partial weight-bearing ordered by the doctor?

_____ C. Demonstrate proper use of the walker with partial and non-weight-bearing.

_____ D. Demonstrate proper use of crutches with partial and non-weight-bearing.

1. What safety precautions did you take?

2. Why are there rubber cushions on the tops of the crutches?

3. Why would a walker be ordered for the geriatric patient instead of crutches?

4. What is the strongest geometric design? How is this applied in ambulation with crutches?

_____ E. Demonstrate proper use of a wheelchair.

1. What safety precautions did you use?

2. What parts of the wheelchair are often removable?

F. What is the purpose of the tilt board? What patient needs to use a tiltboard?

G. List the signs of fatigue. (Remember to be aware of the patient's condition at all times in therapy.)

Occupational Therapy Rotation

Student Objectives

After observation in both physical therapy and occupational therapy, the student will be able to explain the differences between physical therapy and occupational therapy.

The student will encourage patients to help themselves in the activities of daily living.

The student will assist the therapist during occupational therapy by encouraging the patients to continue their prescribed exercises.

Activity Tasks

_____ Encourage the patients to propel themselves to occupational therapy.

_____ Prepare equipment for therapy session.

_____ Encourage patients during activities for daily living.

_____ Observe patient being instructed to do exercises for gross motor skills.

_____ Observe patient being instructed to do exercises for fine motor skills.

_____ Observe therapist and patient during evaluation and testing for perceptual problems.

_____ Set up wheel chair for patient to return to floor.

Occupational Therapy – Learning Packet

Student Objectives

The student will define to what extent occupational therapy works with gross motor control.

The student will explore perceptual motor problems. The student will clarify the role of the occupational therapist in identification and improvement of functioning for the perceptually impaired.

The student will experience some of the frustrations of the rehabilitation patient through role-playing.

The student will test his/her own perceptual motor abilities.

I. Define occupational therapy.

A. What are the job responsibilities of the occupational therapist?

B. Where can you go to school in your state to be a therapist or an assistant?

C. What qualifications do you have in your personality that will make you a good occupational therapist?

II. List 10 activities of daily living.

III. Role-playing

A. Student is to have his/her arm of dexterity in a sling for an entire day and do the following activities:

____ 1. Brush teeth.
____ 2. Wash face and hands
____ 3. Comb hair
____ 4. Put on makeup
____ 5. Go to the toilet
____ 6. Take off and put on shoes and socks.
____ 7. Take off and put on shirt and slacks.

B. On a separate piece of paper, write your reactions to this exercise (using the opposite hand of your dexterity). Include your reaction to the writing exercise.

IV. What is a good body alinement?

A. Positioning. – Position a fellow student:

_____ 1. Sims' position

_____ 2. Prone position

_____ 3. High Fowler's

B. Transfer a student with right hemiplegia

_____ 1. Bed to wheelchair

_____ 2. Wheelchair to commode

C. What is a contracture?

_____ D. Mold splints for arm and hand to prevent contractures.

V. What is good body mechanics?

A. Did you use good body mechanics when positioning and transferring student?

B. How did you use good body mechanics?

VI. What are ROME?

_____ A. Do ROME on a student who is paralyzed.

1. What is meant by passive and active exercises?

2. What are resistive exercises?

VII. What is "mirror vision"?

_____ A. Using the mirror, write your name and address correctly.

B. How does the child overcome mirror vision?

C. How did you feel when writing with mirror vision?

D. What is perception? What problems might the perceptually impaired child have in society?

VIII. Perception tests (see next few pages)

A. Figure/ground: Look carefully at the design in the box at the top of Figure A. Then put checkmarks on the individual geometric figures below the box that make up the design.

B. Figure/ground: Do the same thing on Figure B.

C. Position and space: Circle all the letters A on page 113.

D. Spacial relationships – Draw a line between the lines on page 114.

E. Draw a picture of a human body on page 115.

F. Put the numerals on the clock on page 116.

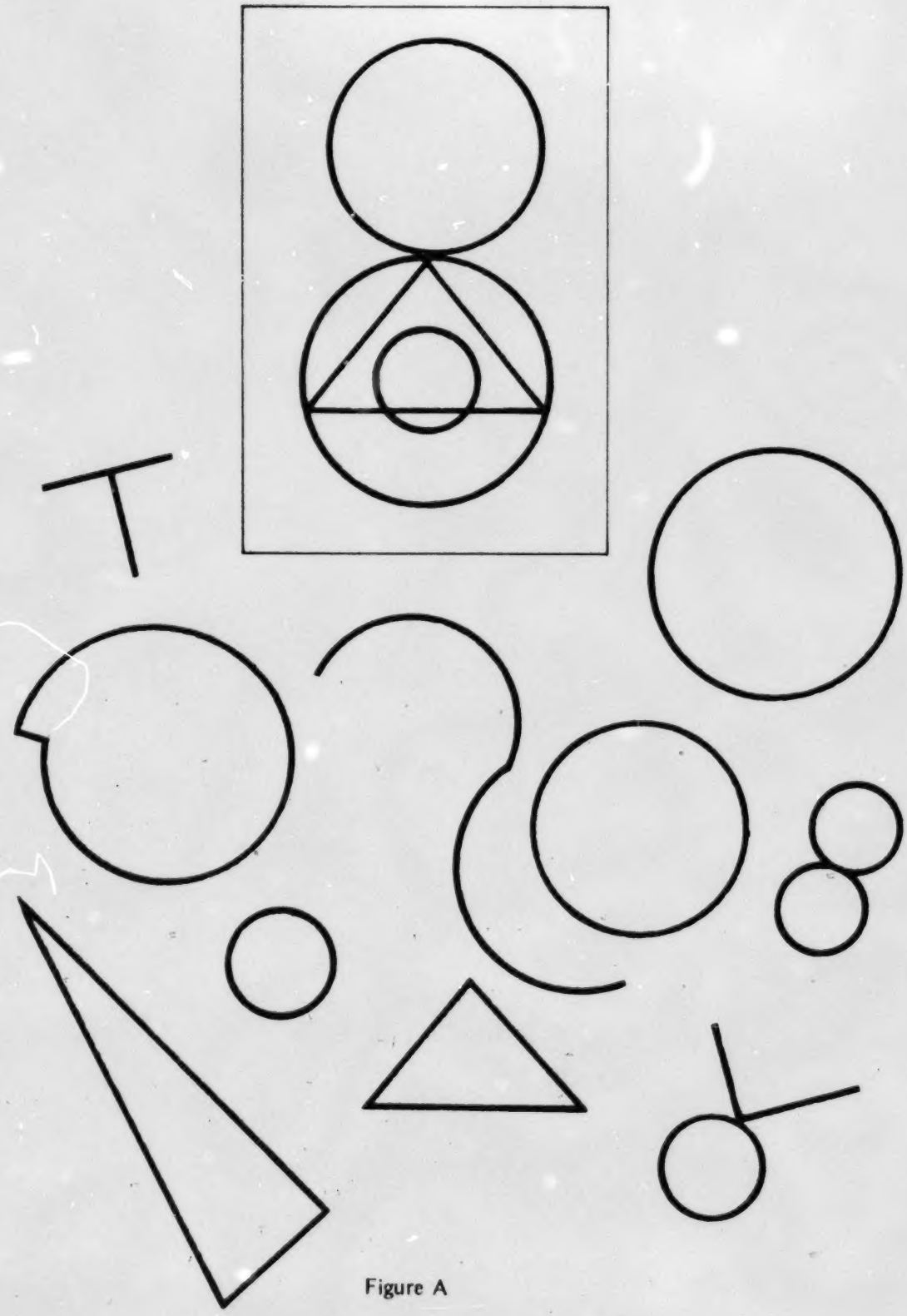


Figure A

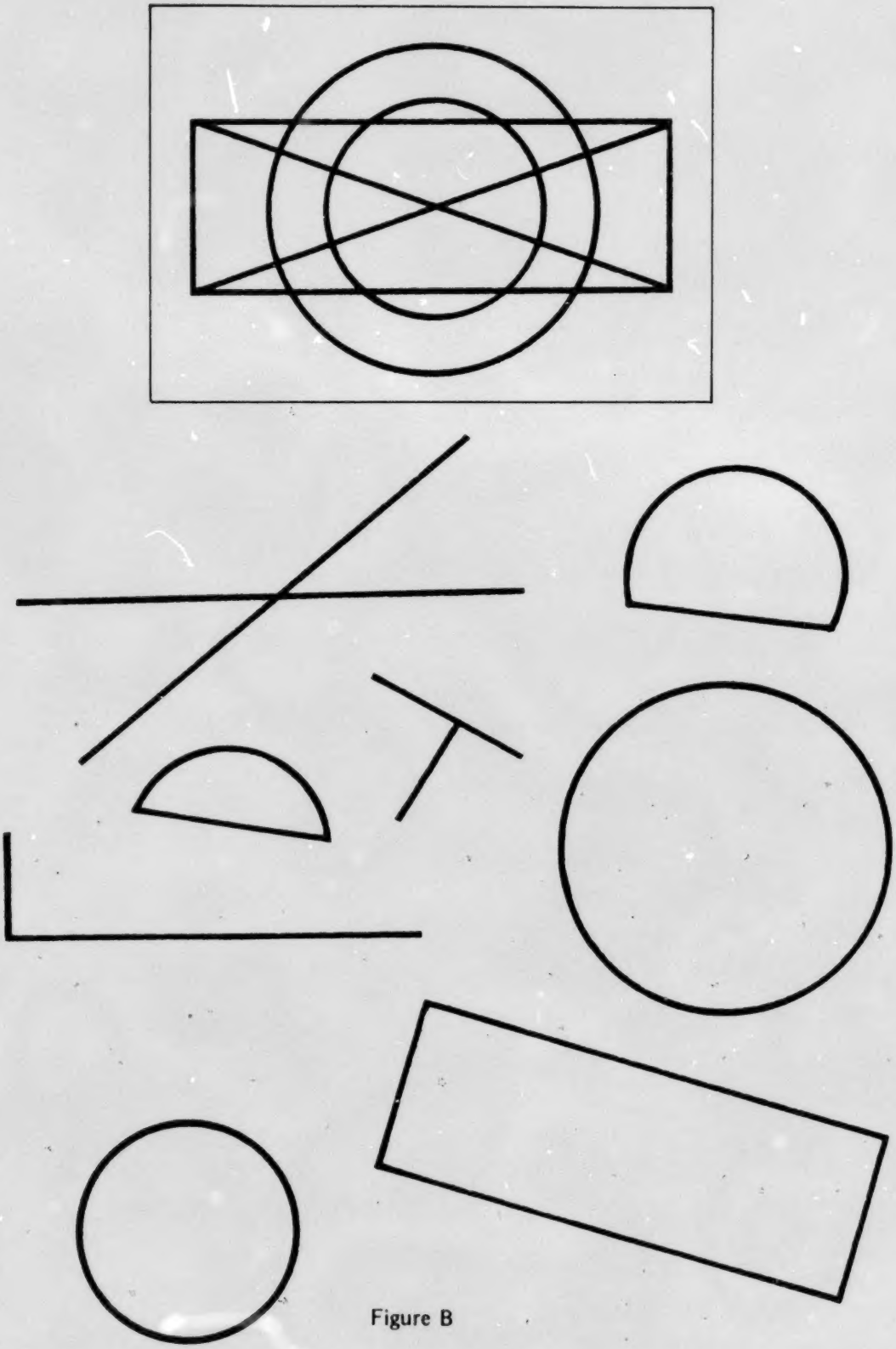


Figure B

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Figure C

Circle all the letters 'A'.

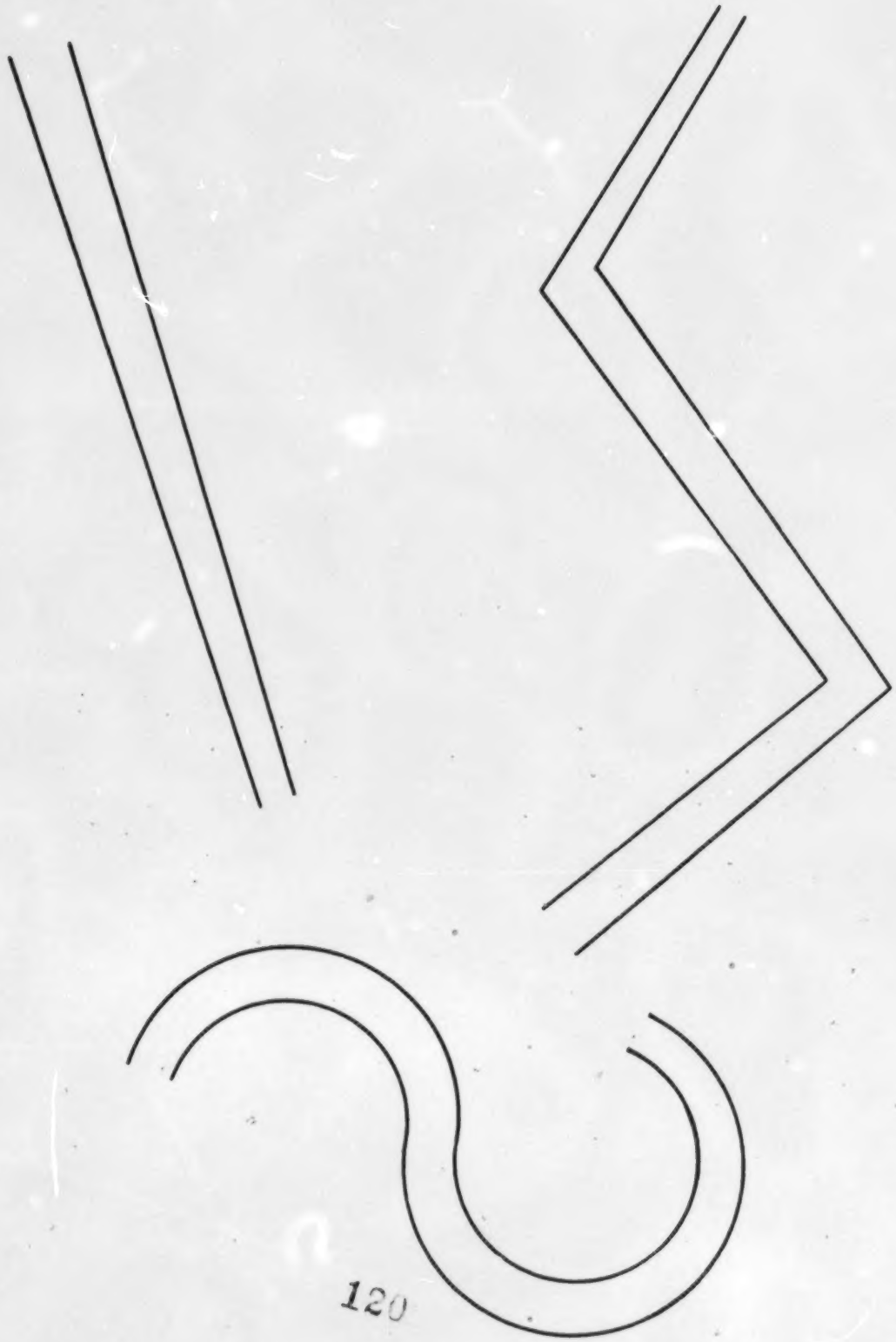
ANLMKALMALNATLPKRTANPTLNT

ANLMKALMALNATLPKRTANPTLNT

A N L M K A L M A L N A T L P K R T A N P T L N T

A N L M K A L M A L N A T L P K R T A N P T L N T

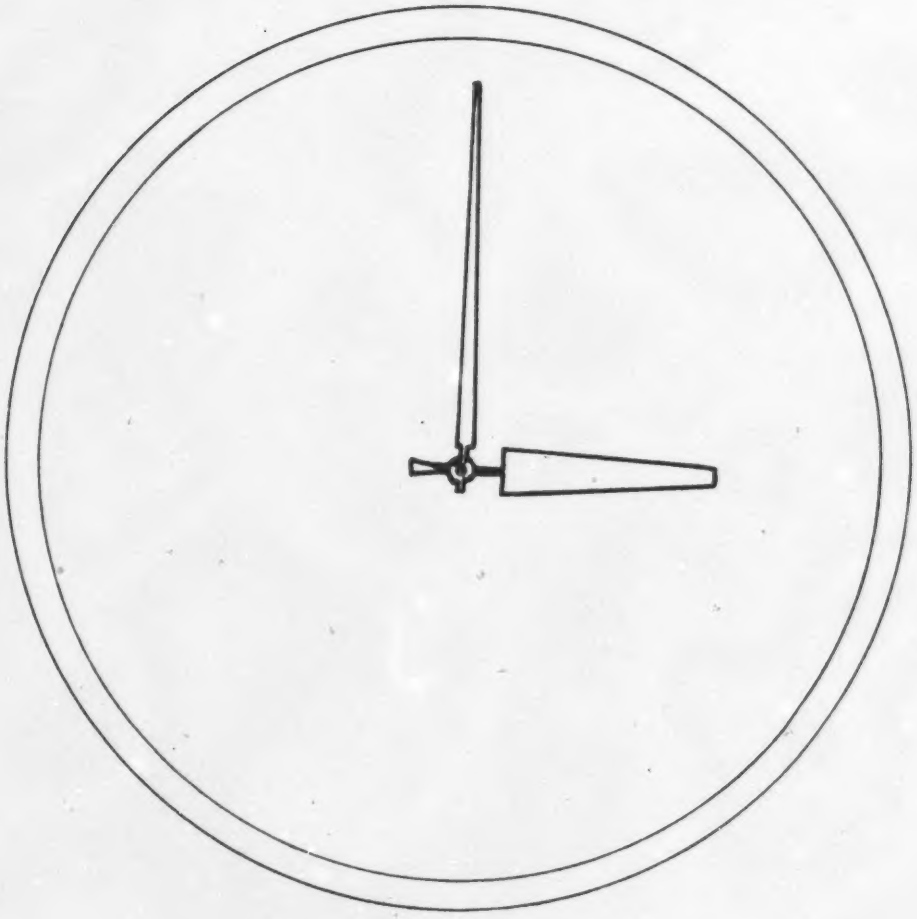
Figure D — *Draw a line between the lines.*



120

Figure E – *Draw a person.*

Figure F — *Place the numerals on the clock.*



Special Senses Rotation

Student Objectives

The student will observe the audiologist, speech pathologist, and optometric technician as they evaluate patients.

The student will observe the speech therapist during therapy with both children and adults.

The student will identify the various defects of hearing, speech, and vision encountered in observing experiences.

Activity Tasks

AUDIOLOGY

Observe the audiologist doing:

____ audiometric testing
____ tympanic membrane testing
____ mastoid testing
____ fitting and adjusting of hearing aid
____ instruction of patient on how to use the hearing aid

_____ Assist the audiologist in cleaning the room and equipment.

SPEECH

Observe through one-way mirror the instruction and therapy of children and adults with speech problems.

Clinical observation of a variety of problems should be included if possible:

____ the functional language problem
____ the organic language problem
____ rhythm problem
____ articulation problem

A variety of therapies should include:

____ use of visual word concepts
____ the spoken word
____ proper positions of tongue, and resonance through nose

_____ Observe and read records and referrals.

VISION

_____ Observe the ophthalmologist testing visual acuity and eye coodination and function.

_____ Observe the optometric technician in the various job responsibilities of this important position.

_____ Observe the optician in client selection, grinding lens, and adjustment of frames.

Special Senses – Learning Packet

Student Objectives

The student will identify the job responsibiliites of the –

audiologist
speech pathologist
optometric technician

The student will identify the organs of the special sensory systems.

The student will differentiate between functional and organic problems.

I. State the various job responsibilities of the speech pathologist.

II. What education is necessary to do this job?

III. List the organs through which air passes during speaking.

IV. How do abnormal brain conditions affect speech?

V. State several types of asphasia.

VI. Name five speech problems and tell what they are.

VII. What is a voice problem? Who might have voice problems?

VIII. What patients might need preventive speech- and audiotherapy?

IX. What causes a functional language problem?

X. What is the difference between functional and organic speech disorders?

_____ XI. Using a tape recorder, tape the speech of several different people (of different ages and from different geographic areas). Evaluate the speech patterns.

Vision Care – Learning Packet

I. Name the various types of vision-care specialists and tell what they do.

II. How do these specialists differ in their job responsibilities, certification and licensure, and educational requirements?

III. Which of these specialists is a medical doctor?

IV. Who is referred to as doctor and yet is not an M.D.?

V. On figure A identify the various parts of the eye.

Figure A

VI. Using the diagram of figure B, tell how we are able to view the world around us.

Figure B

VII. What is a perceptual problem?

_____ VIII. Using the Snellen chart, screen your vision and that of three other students.

IX. What personal qualifications do you possess that will make you an asset in the field of special senses?

I. State the job responsibilities of the audiologist.

II. What are the educational requirements for the audiologist?

III. Using the diagram of figure A, tell how sound travels to the inner ear and how we perceive these sounds.

Figure A

IV. What are central-processing hearing problems?

V. What is audio-differentiation or discrimination?

VI. How does tympanic testing differ from mastoid testing of hearing?

VII. What is a conductive problem in hearing?

____VIII. Using the tuning fork, test vibrations on the mastoid bone.

____IX. Using the audiometer, screen the hearing of five students. What environmental factors have to be considered during this screening?